

Indiana

# *A Greater Magazine*

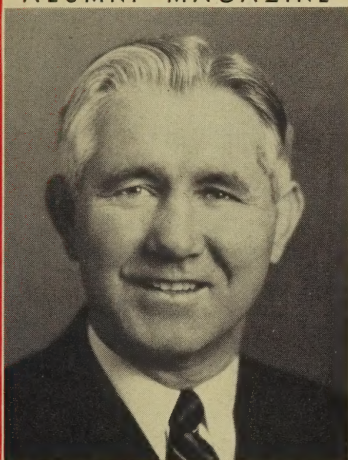
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THE • OCTOBER • 1940

## INDIANA

ALUMNI • MAGAZINE



# *For a Greater Indiana University*

# ***Indiana's Great President Writes***



The increasing interest of alumni in University affairs is gratifying. The *Indiana Alumni Magazine* has, I am sure, been responsible in considerable measure for this.

I take pride in the fact that we have such an outstanding publication. If you have not been a subscriber, I urge you to enter your subscription at once.

Yours for a Greater I.U.,

*H. B. Wells*

**President,  
Indiana University**

# ***Don't Miss***



# Alumni Readers Say . . .

## ● *A Vast Improvement*

Your *Magazine* is a big improvement over what it used to be.

I particularly like your alumni news notes by classes and the idea of playing up a different part of the University in each issue.

COL. CLYDE F. DREIBACH, '04  
Fort Wayne

## ● *That "News From Home"*

I never realized how much I had been out of touch with I.U. until I received your swell *Magazine*. It is displayed prominently in my waiting room.

DR. PAUL K. BORNSTEIN, '31  
Belmar, N. J.

## ● *Liked Band Story*

I get a great deal of pleasure from reading your very creditable *Magazine*. I was especially interested in the article in the November (1939) issue by Professor Chauncey Sanders about the history of the I.U. Band.

W. A. REED, '98  
Little Rock, Ark.

## ● *Praise from Purdue*

I am now at Purdue University, working toward the doctorate degree in chemistry . . . enjoy your *Magazine* very much.

H. J. VAN DELAH, '37  
West Lafayette

## ● *It's Something Special*

When the *Indiana Alumni Magazine* reaches me it usually is in a mail when other magazines and mail materials are delivered at the same time.



The best recommendation I can give for it is that I usually take it in hand and look at it ahead of anything else, on the day of arrival. It is an attractive and interesting *Magazine*.

FRANK L. JONES, '98  
New York

## ● *Likes Sports News*

I have delayed sending my renewal check until I could pen a few lines. I think you have a fine *Magazine* and enjoy it very much, especially the sports in which I am naturally interested.

DR. GORDON S. BUTTORFF, '23  
Louisville, Ky.

## ● *Praise from Florida*

Upon my arrival home I was glad to receive the copy of the *Indiana Alumni Magazine*, which I have been reading with great interest. I am enclosing my check for membership and subscription.

J. JUSTIN SCHUMANN, '21  
Vero Beach, Fla.

## ● *From Mississippi Too*

Have enjoyed "our" *Magazine* greatly. Features fine. Here's for a bigger and better Indiana! Wish I could do something for I.U. down here in Mississippi.

JOHN M. STURDEVANT, '36  
Jackson, Miss.

## ● *Gets Full Value*

Here is my check for my membership dues. I am sure I get full value when I read the *Magazine*. I enjoy keeping in touch with what Indiana and her alumni are doing.

HORTON KLINE, '09  
LaCrosse, Wis.

## ● *Makes Life Brighter*

Your *Magazine* adds to our enjoyment of California's sunny southland. Congratulations to you.

ULYSSES H. SMITH, '93  
Los Angeles, Calif.

## ● *Keep It Coming!*

I subscribed to the new *Indiana Alumni Magazine* last year, and I like it so well that I want you to keep it coming.

ROY R. ROUDEBUSH, '14  
Wilkinson, Ind.

## ● *Another Coast Booster*

The *Indiana Alumni Magazine* is one of the most welcome that comes to me, and its first year was outstanding. Let us have more I.U. teams coming to California. They're great!

NEWTON VAN WHY, '07  
Los Angeles, Calif.

## A Greater Indiana University

"Not the Biggest, But the Best!"

# An Issue ★ Sign Now!

# ***A Two-Year Old Loves Attention!***

● You have seen a young tot, who just had learned to walk, look up to older folks for praise on his great accomplishment of standing on his own feet. Well, that is what I did this year. I finally managed to stand on my feet financially for the first time. It was a grand and glorious feeling, and I appreciated all the kind words of my elders. But, it just made me more ambitious. I looked at my own anemic size and compared it with the other magazines that visit your house regularly. It made me feel bad. I looked at the stylish dress of my rivals for your attention, and that made me feel bad. I looked at the number of friends—intimate acquaintances—enjoyed by my rivals. That made me feel worse!

● But with the dawn of my third year, I am forgetting all about that. I have a new wardrobe that is more in keeping with my age. I have been busy talking to your old classmates so that I'll have plenty to talk about when I visit you this year. I am looking forward with glee to making a host of new friends—friends, like yourself, who will welcome me each month and will teach me how to be more interesting by telling me all about themselves so that I can tell their old college chums. It looks like lots of fun.

● But already my troubles are starting. They won't let me visit you unless you invite me. They don't want me to go where I'm not welcome. And they also tell me that I can't afford to visit you and my thousands of other I.U. relatives. They say that if I spend all my money that way, I won't have enough to nourish my growing young body and that I'll waste away and die. It really doesn't cost much to have me visit you, so please let me come—every month. Send that invitation now.

Your,

*Alumni Magazine*



# What You'll Find in the Magazine



## ● Alumni "Personals"

Have you ever wondered what has become of your old classmates? Well, you should re-find many of your old college chums in the thousands of class-notes printed in the *Magazine* every month. Many pictures brighten up the columns and columns of these personal items. Shown above are CATHERINE FELTUS, '36 (now Kay Craig of the movies), with her uncle, PAUL L. FELTUS, '23, University Trustee, when she returned to Bloomington for the world premiere of her first picture.



## ● Alumni Features

Alumni in the nation's headlines are written up in more detail in special articles. Shown above is WENDELL WILLKIE, '13, Republican nominee for President, as he appeared on the famous "Information Please" program. A six-page article on Mr. Willkie and his phenomenal rise into the national limelight is featured in the October issue of the *Magazine*. Every issue contains at least one feature story of this type.



## ● Alumni Club News

I.U. Alumni Clubs throughout the nation carry on a wide variety of programs which are reported each month in the *Magazine*. Shown above are a few of the many alumni who turned out last spring to hear President Wells when he was making his alumni tour from coast to coast. Regular correspondents are being appointed for each club to assure complete coverage of the club activities.

## ● Pictures . . .

"Pictures, and plenty of them!" is the keynote of the editorial policy of the *Magazine*. Last year no fewer than 390 pictures were used in the nine issues. Every article had at least one illustration, and the longer stories had as many as twelve.

## ● Speed . . .

News that is stale is no longer news! Hence, the speed stressed in the publication schedule of the *Magazine*. In each issue, we make arrangements to include the last minute news just before we start the presses rolling.

## ● Style . . .

Accuracy, brightness and conciseness are the ABC's of the style in your *Magazine*. Accurate—to give you the true picture. Bright—to make you enjoy reading it. Concise—to give you the news without wading through a mass of detail.

## ● Economy . . .

You get your money's worth in this *Magazine*, printed attractively on high-grade paper with the utmost of care. Other similar alumni magazines cost from four to five dollars a year, yet a year's subscription to your *Magazine* is included in your dues to the Alumni Association—\$3.00 a year.



## ● Sports to the Minute

Judging on the basis of veteran athletes returning, Indiana should have one of its greatest sports records this year. Practically the same teams are back in all sports with outstanding sophomores adding extra punch. Beginning with the Texas football game and running through to the close of the outdoor track season, the *Alumni Magazine* will run complete coverage on all results and a summary of the events of the coming month. If you want to keep posted on Indiana's athletic welfare, the *Magazine* should be on your "must" list.

Not only does the *Magazine* cover the sports on the campus, but also the latest news about alumni who were active in athletics is included each month. For the most complete and accurate coverage of all I.U. sports, the *Magazine* is the best source.



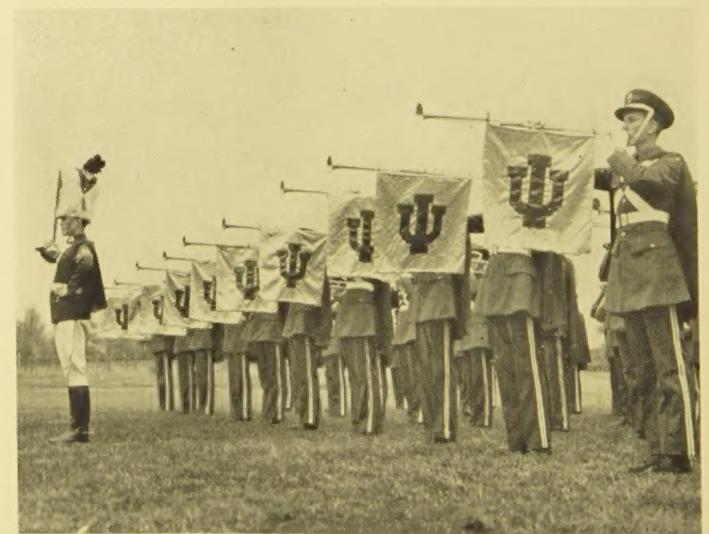
## ● Campus News

The physical appearance of the campus may have changed radically since you trekked to classes, but the story of campus activities is no less interesting today than at any previous time. However, to appreciate these changing conditions on the campus you need something like the *Magazine's* monthly review of the news. It is surprising how just reading about campus activities will enable you to re-live happy days you spent here on the campus. Above is the traditional induction ceremony.



## ● Examining I.U.

Each month the *Magazine* takes you "behind the scenes" in a different department of the University to let you see the planning and progress being made on the program to build a Greater Indiana University. In October, the School of Business will be the subject of the survey. Shown above is a group of business students conferring with Dean Weimer. Each article outlines past history, present development and future plans.



## ● Many Other Features

Space to describe, or even list, the many other features to be found on the pages of the *Alumni Magazine* is inadequate. We could write volumes about what we are planning for your enjoyment, but it is better to let you see for yourself, so get your name on the rolls of the active and loyal alumni of I.U. today. Then you can start in October and be with us through Commencement.

# Don't Miss An Issue ★ Sign Now!



# Indiana University News-Letter

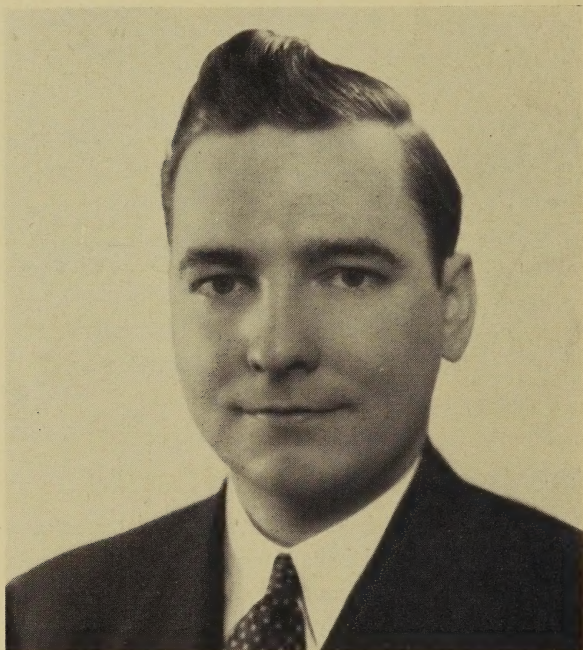
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Entered as second-class mail matter December 23, 1912, at the postoffice at Bloomington, Indiana, under the Act of August 24, 1912. Published twelve times a year by Indiana University, from the University office, Bloomington, Indiana.

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Vol. XXVIII, No. 9      Bloomington, Indiana      September, 1940

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The officers of the Alumni Association are again formulating what it is hoped will be a well-rounded alumni program for the coming year. We urge you to become a vital part of this program by subscribing to the *Indiana Alumni Magazine*.

Through the medium of this *Magazine* the campus will be brought to your threshold each month and you will enjoy to the fullest the reports of University and Alumni activities.

*Alex Campbell,*

National President

I.U. Alumni Association



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# Introduction

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to

UNIVERSITY OF ILLINOIS

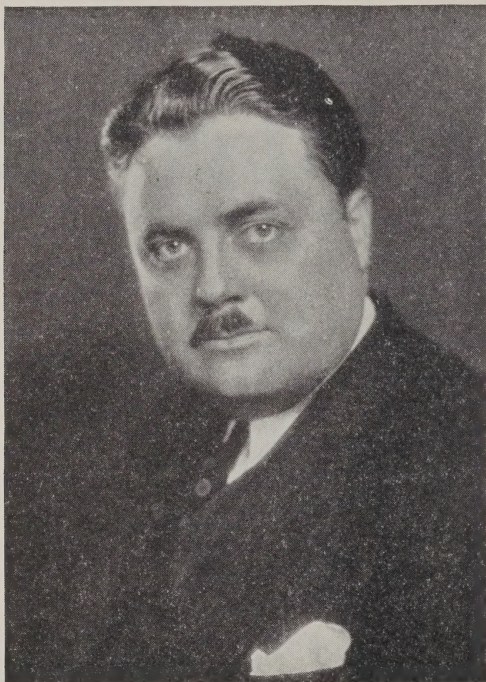
# INDIANA



# Indiana University News-Letter

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Vol. XXVIII, No. 10. Bloomington, Indiana October, 1940



*This is a dynamic world in which we live. Timid souls draw back from such a world because, they say, we know not what the future holds. But courageous persons find in this mighty march of events new opportunities for leadership. If you had been born into a static society such as that of the Middle Ages, where everyone was stratified according to his occupation and social position, the heights to which you could rise would have been fixed before your birth. Thank your lucky stars, therefore, that you live in the most dynamic era the world has ever known, for the very fluidity of life offers each person the opportunity to breast the social current in exact proportion to his ability, preparation, and willingness to work.*

H. B. WELLS

*President, Indiana University*



# Answering Your Questions

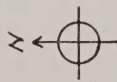
**T**HIS Introduction to Indiana is intended to answer the various questions which you have asked or may have in mind concerning Indiana University. Departmental bulletins and personal interviews will be provided on request. Special attention is called to page references below.

FRANK R. ELLIOTT,  
Director of Admissions

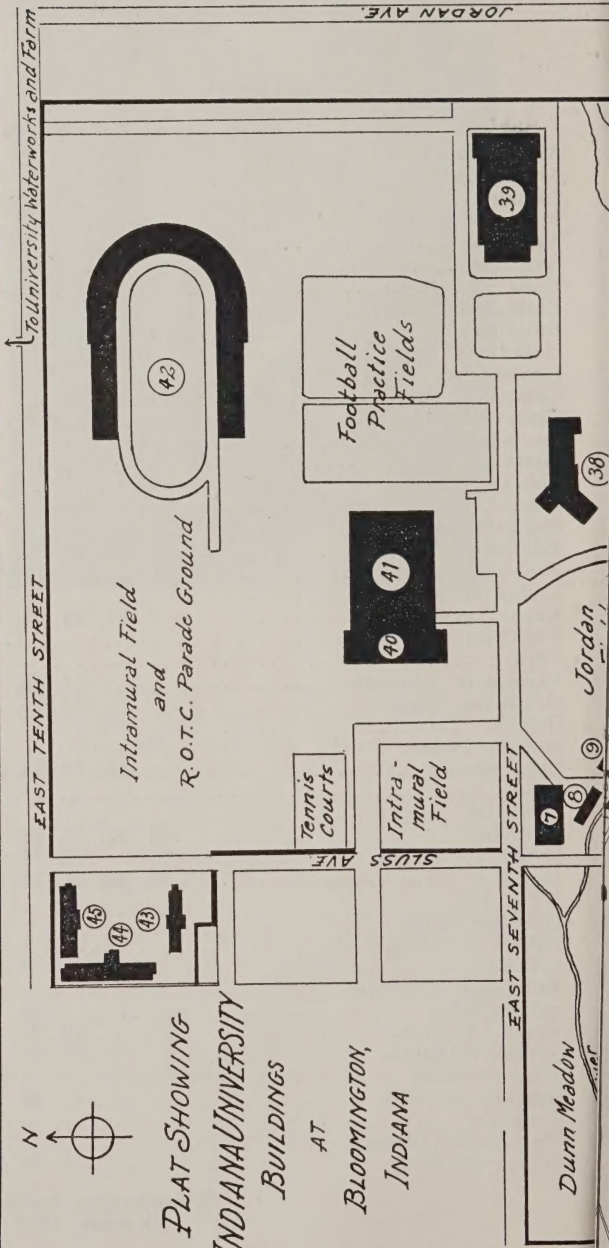
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Bloomington, Indiana  
October, 1940



# PLAT SHOWING INDIANA UNIVERSITY BUILDINGS AT BLOOMINGTON, INDIANA



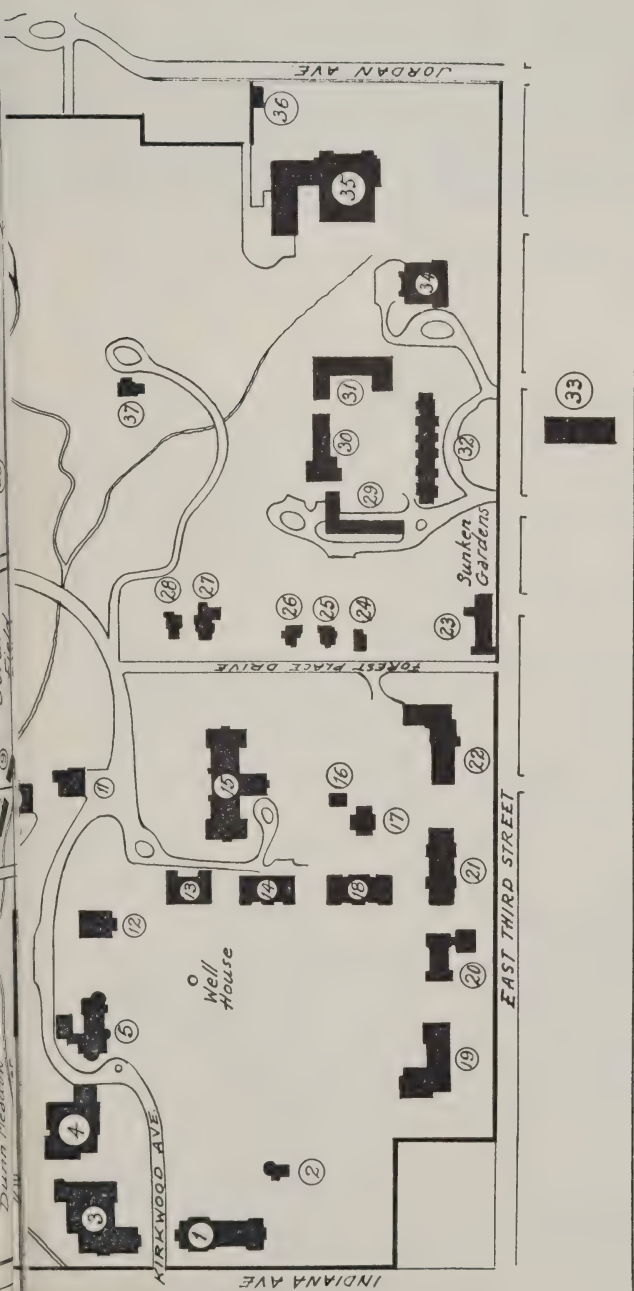
## Key to Diagram

- 1 Administration
- 2 Observatory
- 3 Library
- 4 Student Bldg.
- 5 Maxwell Hall
- 6 Union Bldg.
- 7 Stores and Service
- 8 Garage
- 9 Band Bldg.
- 10 Power Plant
- 11 Press
- 12 Owen Hall
- 13 Wylie Hall
- 14 Kirkwood Hall
- 15 Chemistry Bldg.
- 16 Mitchell Annex
- 17 Mitchell Hall
- 18 Science Hall
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- 22 Medical Bldg.
- 23 Alpha Hall

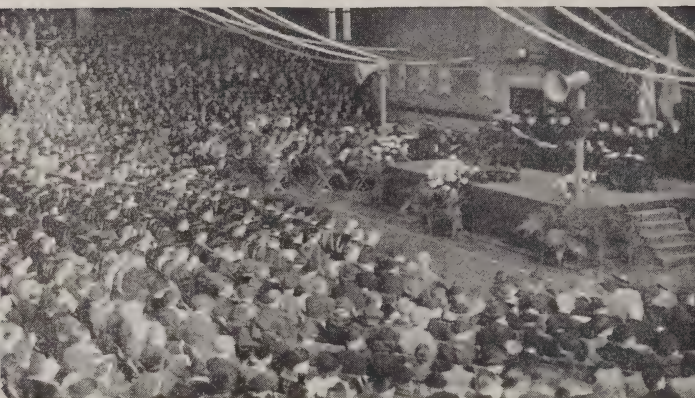


- 25 House
- 26 Physicians
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- 28 House
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- 30 Beech Hall
- 31 Sycamore Hall
- 32 Memorial Hall
- 33 Practice House
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- 35 University School
- 36 Residence
- 37 President's House
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- 39 Auditorium
- 40 Men's Gymnasium
- 41 Field House
- 42 Memorial Stadium
- 43 South Hall
- 44 West Hall
- 45 North Hall
- \*46 Waterworks Station
- \*47 Farm Sup't's Residence

\* Not Shown in Diagram



# INDIANA—"Mother of College Presidents"



Indiana University inaugurates its eleventh president, Herman B Wells.

**I**NDIANA UNIVERSITY, founded in 1820, is one of the oldest state universities in America. Rich in tradition and backed by more than a century of service to the nation, Your State University is known as "Mother of College Presidents." Seventy-nine of its alumni and faculty members have become presidents of American and foreign universities and colleges.

Through membership in the various national accrediting associations, Indiana University is identified with the recognized organizations for the promotion of the high standards of education. One of these high-ranking accrediting bodies of which Indiana University is a member is the Association of American Universities.

The Association's full membership is as follows:

Brown	Massachusetts Institute of Technology
California Institute of Technology	Michigan
California	Minnesota
Catholic University	Missouri
Chicago	Nebraska
Clark	North Carolina
Columbia	Northwestern
Cornell	Ohio State
Duke	Pennsylvania
Harvard	Princeton
Illinois	Stanford
Indiana	Texas
Iowa	Toronto (Canada)
Johns Hopkins	Virginia
Kansas	Washington (St. Louis)
McGill (Canada)	Wisconsin
	Yale

# Courses at Indiana

YOU will rarely, if ever, find a single university prepared to teach any and all subjects. At Indiana, for instance, you will not find professional courses in agriculture, engineering, forestry, or pharmacy.

At Indiana you will find the following study programs:

Accounting	Italian
Advertising	Journalism
Anatomy	Laboratory Technology
Astronomy	Latin
Aviation	Law
Bacteriology	Library Science
Banking	Mathematics
Botany	Medicine
Business (General)	Merchandising
Business—Engineering	Military Science
Business—Law	Music
Chemistry	Public School
Correspondence Study	Professional
Dentistry	Nursing
Dietetics	Public Health
Dramatics	School
Economics	Personnel
English	Philology
Engineering—Law	Physical Education
Extension Courses	Physics
Finance	Physiology
Fine Arts	Police Training
French	Psychology
Geography	Public Business
Geology	Administration
German	Radio
Government	Secretarial Training
Graduate Studies	Social Work
Greek	Sociology
History	Spanish
Home Economics	Speech
Hygiene	Teacher Training
Institutional Management	Elementary
Insurance	High School
	Commercial
	Zoölogy

## Extension and Summer Courses

The Extension Division maintains centers at Indianapolis, Fort Wayne, Hammond-Whiting-East Chicago, South Bend, and classes in many other cities. Full Freshman and Sophomore programs are offered in the above-named cities. Correspondence courses may be started at any time in various fields of study and completed as rapidly as the student's time permits.

Summer Session courses of nine weeks' duration are offered in practically all schools and departments, with special emphasis on graduate work for teachers. Credit is equivalent to that of one half-semester.



# Length of Courses

**T**HE TIME ordinarily required to complete each curriculum is as follows:

Arts and Sciences—4 years.

Education—Elementary Teachers, 4 years; High School Teachers, 4 years; Administrators and Supervisors, 5 years.

Law—6 or 7 years, including 3 or 4 years of pre-professional training and 3 years of professional studies.

Medicine—7 years, including 3 pre-medical years and 4 medical years (the last 3 at Indianapolis).

Nursing—4 years for degree, Graduate Nurse, and 5 years, 4 months for combined Bachelor's and Graduate Nurse degrees; approximately 2 years additional for public health and public school nursing licenses.

Dentistry—6 years, including 2 pre-professional years and 4 professional years (the last 3 years at Indianapolis).

Business—4 years for professional degree, 1 additional year for Master's degree.

Music—4 years, 1 additional year for Master's degree.

Graduate School—1 year for the Master's and 3 years for the Doctor's degree (in addition to the regular requirements for the Bachelor's degree).

Elective Course—2 years.

Special Student's Course—indeterminate.

Below: Trustees and Officials: Left to right: Uz McMurtrie, William A. Kunkel, J. Dwight Peterson, Herman T. Briscoe (Dean of Faculties), Mrs. Sanford F. Teter, Ora L. Wildermuth (President of the Board), Ward G. Biddle (Comptroller and Secretary), Herman B. Wells (President of the University), Paul L. Feltus, John S. Hastings, and Val F. Nolan (died October 11).



# The Faculties

THE homely illustration of a teacher on one end of a log and his student on the other is often cited to show the importance of men in education. While the modern university dealing with the complex problems of today must be more than a log with a teacher and a student on it, the point that universities should first have good men is well taken.

Indiana University has assembled for your training a staff of about 500 teachers and research workers. In many cases they are authors of textbooks and authorities in their respective fields. A large number of the senior men are listed in *Who's Who*, biographical dictionary of notable living Americans. Specialists in music, languages, and other subjects have been brought to Your State University from abroad as well as from many parts of the U.S.A.

## Lecturers and Artists

Visiting lecturers come to the campus from the great industrial laboratories and research institutions. Concert artists and dramatists visit the campus. Leaders in the natural and social sciences are constantly returning to I.U. from leaves of absence for advanced study in special libraries and on field expeditions, bringing to you the fruits of their research. All of these contacts with men and materials make for you a mighty symposium of the best that has been thought and said in the world.

## New Faculty Members

Since the adoption of a retirement and pension plan in 1937, a nationwide search for successors to retiring administrative and faculty leaders has resulted in the addition of outstanding men. These include the former chairman of the Department of Physics of New York University, the former head of the Department of Botany of Goucher College, a former Washington correspondent of the Associated Press, a former member of the New York *Sun* staff and editorial executive of another eastern newspaper, and one of the leading young American musical composers.

President Herman B Wells, former dean of the I.U. School of Business and widely known for his work in the reorganization of Indiana's financial institutions, succeeded Dr. William Lowe Bryan in 1938 as president. At 38, President Wells is one of the youngest American state university presidents.

# Libraries—400,000 Volumes

Next to men come libraries, laboratories, and buildings in which you will do your work. At Indiana you will find the general library of 347,776 volumes and ten departmental collections. In these collections are the law library of more than 35,000 volumes, the medical library of 30,000, the dental, business, and other libraries which bring the total of books available to more than 400,000 volumes. Hundreds of periodicals covering current research in various countries are received regularly. The main library is growing at the rate of about 13,000 volumes annually.

## Laboratory and Field Training

In addition to the usual scientific testing and research laboratories provided by recognized institutions of higher learning, Indiana University offers many opportunities for practical training through public service clinics and bureaus.

In this field are the three state hospitals, dispensary, and clinics of the I.U. Medical Center at Indianapolis, bringing before students for observation and treatment more than 100,000 cases a year. Other such agencies for student field training are the State Geological Survey, the Bureau of Business Research, the Investment Research Bureau, the Bureau of Government Research, the Institute of Criminal Law Administration, the School of Education Bureau of Coöperative Research, the Training Course for Social Work, the Psychological Clinics, the Speech Clinics, the Statistical Bureau, and the state-wide services of the Extension Division.

## EXPERIENCE IN STATE SERVICE

These opportunities for actual experience are available because direct service to the state goes hand in hand with teaching and research at Your State University. Last year, for instance, I.U. furnished direct aid in science, health, business, education, social, and professional fields to more than 1,000,000 persons. Advanced students who participated in this work under trained experts gained experience and at the same time had the satisfaction of performing valuable services for citizens of the Hoosier state.

Below: Coed flutists at I.U.







Above: Library reading room.

## The Student Body

The annual enrollment survey published in *School and Society*, December 16, 1939, showed that I.U. had 7,999 different students registered during the preceding year, 1938-39, in residence study and 7,035 in Extension home study classes, total 15,034. Extension correspondence courses had 1,651 students enrolled. Peak resident registration in the fall semester of 1939-40 was 6,422, and is expected to be about the same for 1940-41.

Though one of the largest of American universities, Indiana University is made up of many relatively small divisions where students get to know members of their own groups very intimately. At the same time, Indiana University is large enough to enable all these small groups together to enjoy the larger and more expensive academic and extra-curricular programs which no one of the small divisions alone could afford.

## Buildings, Equipment, Endowment

The Indiana University plant includes approximately 475 acres of land at Bloomington, Indianapolis, and Winona Lake valued June 30, 1939, at \$899,351.76; sixty buildings (including new buildings recently completed), \$13,593,746.78; equipment, \$3,435,676.43; utilities, \$361,124.17; and endowments, \$2,404,167.41—total, \$20,694,066.05.

The University's state budget appropriation for the year ending June 30, 1941, is \$2,325,000.

### NEW BUILDINGS

New buildings valued at more than \$3,000,000 have been added, including an auditorium, a building for the School of Business, a physical science building, two new dormitories for women, two new dormitories for men, and an extension to the Union Building—all at Bloomington. A new building provided for the State Board of Health is now in use on the Medical Center campus at Indianapolis. A new Extension Center building is now completed at East Chicago.

# Costs per Semester

SINCE fees are very low at Indiana, it is clear that the student's budget depends largely upon his scale of living. Some live economically. Others live high.

The Department of Economics survey of expenditures at Indiana University showed that 981 students of all classes had an average expenditure *for all purposes, including clothing*, of \$643.22 for the full school year, 1939-40. A group of 410 NYA students met all expenses, including clothing, last year at an average cost of \$400.20.

The following table suggests the wide range of expenses which will be found:

## Approximate Costs Per Semester (One-Half Year of 18 Weeks)

Item	Economical Scale	Liberal Allowance
*Room \$2 to \$5 Per Week .....	\$ 36.00	\$ 90.00
Board \$5 to \$6.75 Per Week .....	90.00	121.50
Laundry .....	7.50	17.50
Books and Supplies .....	15.00	30.00
Organization and Club Dues .....	3.00	15.00
Athletics, Donations .....	5.00	12.50
Amusements, Miscellaneous .....	15.00	25.00
Basic Fees for Most Students .....	44.75	44.75
	<u>\$216.25</u>	<u>\$356.25</u>

\*The \$5 rate is for single room in private home.

Rooms for men in private homes are from \$2 per week up (two in a room); for women, from \$2.50 per week up (two in a room). For dormitory rates see page 13.

# Fees per Semester

Courses	Resident	Non- resident
Arts and Sciences .....	\$ 44.75	\$ 62.25
Business:		
Freshmen and Sophomores .....	46.00	63.50
Juniors and Seniors .....	52.50	70.00
Pre-Dental (Two Years) .....	44.75	62.25
Dental (Four Years)		
First Semester, Each Year .....	125.00	125.00
Second Semester, Each Year .....	100.00	100.00
Dietetics (One Year) .....	25.00	25.00
Education .....	44.75	62.25
Extension Classes, as a Rule .....	5.00 per credit hour	
Graduate Studies .....	44.75	62.25
Pre-Law (Three Years) .....	44.75	62.25
Law (Three Years) .....	52.25	106.25
Pre-Medicine (Three Years) .....	44.75	62.25
Medicine (Four Years):		
First Year (per semester) .....	108.75	211.25
Last Three Years (per semester) .....	108.50	211.00
Music .....	44.75	62.25
Private Music Instruction, Additional ..	40.00	40.00
Pre-Nursing (One Year) .....	44.75	62.25
Nursing (Three Years) .....	25.00	25.00
Social Work (Two Years) .....	50.00	67.50
Summer Session .....	35.00	35.00
Two-Year Course .....	44.75	62.25

Special fees and deposits are required in certain courses, including a \$10 deposit on military uniform and equipment, with a maximum of \$8.50 returnable; aviation course, \$40 special fee, covering insurance and examinations; music practice room, piano and other instrument rentals from \$3 to \$10 each per semester; private instruction in voice and instruments at a flat fee of \$40 per semester for all such courses required; typewriter rental \$5 per semester; minor laboratory fees and deposits in various courses. Details will be found in the departmental bulletins.

Fees are pro-rated for students carrying less than a full study program.

# Living Quarters

**T**HREE residence halls for men and four for women are available. Since there have been far more demands for residence space than could be met in recent years, students desiring such accommodations should apply early to Mrs. Alice Nelson, Director of Halls of Residence, Beech Hall, Indiana University.

## Semester Rates in Halls of Residence

**Forest Hall for Women—Rooms only—**\$45 per person in double room, \$63 per person in single room. Students furnish their own bed linens, blankets, and spreads, take care of rooms, and do a small amount of office duty. This is a Coöperative Hall.

**Memorial, Beech, and Sycamore Halls for Women—Room and board—**\$162 per person in small double rooms; \$190 per person in regular double rooms; \$208 per person in single rooms. Bed linens are furnished and laundered by the University. Students provide towels and dresser scarfs, and any blankets required in addition to the one furnished to each student.

**South Hall for Men—Room and board—**\$162 per person in double rooms; \$180 per person in single rooms. Bed linens are furnished and laundered by the University. Students provide towels and dresser scarfs, and any blankets required in addition to the one furnished.

**West and North Halls for Men—Same rates and accommodations as in Memorial, Beech, and Sycamore Halls.**

House dues are \$5 additional per year in all Halls of Residence.

Freshmen women live in the Halls of Residence unless excused by the Dean of Women.

**Rooms in Private Homes—**All rooms in private homes officially listed are approved by University inspectors. Lists of approved rooms for men and other information on rooming facilities are available at the Room Information Office, Main Floor, Union Building. Similar information for women may be obtained from Mrs. Fannie L. Weatherwax, Office of Dean of Women, Administration Building.

**Co-operative Dining Club—**Students desiring low-cost board may get their meals at about 14c each in the coöperative dining room in the Union Building. Students are required to work a few hours each month in order to participate. All students interested should register in the Food Office, Main Floor, Union Building.

## Comfortable Quarters in Halls of Residence.





# University State-Supported

**I**N considering costs, you should remember that Your State University is a definite unit of the state's public school system. Most of the cost of your instruction, therefore, is borne by the state, just as your grade and high school training is financed from public funds.

Indiana citizens pool their resources at very small cost to the average taxpayer to provide a high-grade education at the lowest possible cost to the individual student. Private donors have given money for endowments, buildings, books, and equipment.

## 700 Scholarships and Loans

A total of 700 separate scholarships and loan fund awards valued at \$44,075.52 were made last year (1939-40) as follows:

200 State Scholarships .....	\$14,300.00
197 State Vocational Scholarships .....	8,537.55
118 Miscellaneous Scholarships and Prizes .....	7,753.70
185 Student Loans .....	13,484.27
<hr/>	
700 Awards .....	\$44,075.52

## State and Other Scholarships

If you are a high school senior of superior ability, you are eligible to try for one of the two state scholarships for each Indiana county which are awarded each year. These scholarships are each worth \$71.50 per year in contingent fees, major fees for most students. If you are interested, see your principal before February 15, 1941. Both new and old students are eligible to compete for state scholarships.

Twenty-seven Noyes scholarships were awarded last year to World War veterans and their direct descendants.

Special Merit Scholarships provide for remission of \$50 in contingent fees. These scholarships are mainly for new students.

Scholarship applications should be addressed to Dr. Frank R. Elliott, chairman, Committee on Scholarships.

Below: A Chemistry Laboratory Scene.



## Self-Help Bulletin

Students interested in scholarships and other forms of self-help should obtain a copy of the bulletin, "Self-Help and Basic Budgets," and plan early for the aid needed.

### NYA Aid

As a further help to students making their own way, the federal government's NYA program provided jobs at I.U. last year for nearly 800 individuals. The average earning was between \$11 and \$12 per student per month. Private part-time employment added further opportunities, so that about one-fourth of all I.U. students were enabled to earn some part of their way. Scholarship, recommendations, and economic need are important factors in getting jobs.

### Student Employment

Students should not be misled in the thought that it is easy to earn their way through college. They should remember that time taken for the making of a living is time taken from studies, and that, as a rule, the study program should be lightened if a student is working his way.

Students are not advised to come to the campus without at least enough financial backing to see them through one semester. New students find it particularly difficult to obtain employment, and practically all students find it necessary to come to the campus and apply in person. Dr. Frank R. Elliott, chairman of the Committee on Student Employment, or Miss Beatrice Chitwood, student employment secretary, will receive applications at the Administration Building. Women students seeking non-NYA employment should apply to Mrs. Fannie L. Weatherwax, secretary to the Dean of Women, Administration Building.

Below: Police Training Class.



# “Semester Hour” Schedule

THE training program in a university differs from that of the high school. The university student meets his instructor in the classroom for a period known as a “semester hour” of 50 minutes or in the laboratory for at least twice that long. At the close of the lecture or laboratory period, the university student is free to go to the Library to read, to his room to study, to some extra-curricular activity such as athletics or band practice, to his counsellor or dean, or wherever the student pleases.

Thus, the student who is carrying a normal academic study program of 15 “hours” is meeting his instructors in classroom or laboratory 15 times a week during the 18 weeks of the semester. In preparation for each of these meetings, the student may expect to put in 2 hours or a total of 30 hours per week, if he does his work well—which means 45 hours of preparation, recitation, and laboratory work weekly, or almost 6 eight-hour days of mental work.

## Counselling Services

Deans, department heads, instructors, special personnel workers, and student advisors give counselling services. Tutors are available when needed. Freshmen are assigned to special faculty advisors for guidance throughout the year.

## Student Health Service

The reorganized student health program provides the following services: physical examinations; inoculations; dispensary diagnosis, treatment of minor ills, and first aid; infirmary treatment and bed care so far as facilities permit; emergency house calls; limited hospital care; inexpensive drugs; inspection of living quarters and eating places; health instruction and research. The general fees include the cost of this service.

Below: Student Journalists Edit Indiana Daily Student.





# Arts and Sciences

THE College of Arts and Sciences prepares its students to lead the life of educated persons, either in the learned professions or outside of them. It aids its students in becoming acquainted with the fundamental knowledge of language, literature, history and the social sciences, philosophy, the natural sciences, and art.

It helps students in laying the foundation for specialization in a chosen field of study.

## Basic Preparation

The College provides basic preparation for the study of law, medicine, dentistry, nursing, engineering, the ministry, teaching, business, and the public service, and for graduate study and productive scholarship in any field of science or the humanities. While the College is not intended as a professional school, within its liberal four-year program of study the well-guided student can include enough of elementary professional courses in education to prepare for high school teaching; or enough courses in business to prepare for a place in the great business concerns of the country; or enough courses in journalism to prepare for starting practical newspaper work on country or city newspapers. He can do any one of these things without sacrificing too greatly his education in the fundamental fields of human culture.

Under careful guidance, students in the College may shorten by one year in especially outlined courses the time required to receive the College degree and also a degree in such fields as law, medicine, or nursing.

## Freshman-Sophomore Program

Unless specifically exempted by passing the proficiency examinations in English composition and foreign language, the entering Freshman in Arts and Sciences normally carries the following first semester study program:

English Composition .....	2 Semester Hours
Foreign Language .....	5 Semester Hours
Science .....	5 Semester Hours
Electives .....	3 Semester Hours
Military Training (Men) or Physical Education (Women) .....	1 Semester Hour
Hygiene .....	1 Semester Hour

The next three semesters are usually similar except that hygiene is included only one semester and may be taken in any one of the first four semesters.

## **"Concentration Group" Program**

This brings the student to the end of his Sophomore year, at which time he maps out with his Dean the so-called Concentration Group program calling for the completion of at least 45 semester hours in some major subject and in one or two related subjects. Successful completion of 120 semester hours of academic work (8 semesters of 15 hours each) with an average grade of C, including one semester of hygiene and in addition 4 semester hours of military science or physical education, is required for graduation.

If the student is enrolled in Arts and Sciences to meet pre-professional requirements, he branches off at the end of the Sophomore or Junior year into the professional training of his choice.

## **Honors Course**

An Honors program is provided for the distinctly superior student, who is given an opportunity in his Junior and Senior years for independent and scholarly cultivation of some field of knowledge in which he is particularly interested. Fields in which Honors programs are now arranged are English, French, German, Latin, geology, and the social sciences.

Final honors for excellence in scholarship are awarded to a limited number of candidates for the A.B. and B.S. degrees.

Training programs leading to the Bachelor of Science degree are offered in home economics, chemistry, physics, and medicine. These courses are more highly specialized as to major and essential collateral subjects than are the A.B. courses.

## **Two-Year Elective Course**

The College offers a Two-Year Elective Course designed for persons who expect to devote not more than one or two years to study in college, *and who do not expect to complete a course leading to a degree*. This course offers an opportunity for the selection of studies largely in accordance with the individual needs of students. Wide freedom in choice of subjects except English composition and military science and physical education is permitted. A certificate is granted on completion of the Two-Year Elective Course. Students may transfer at any time, without loss of credit, to a course leading to a degree.

Special students, twenty-one years of age or older, may be admitted without graduation from a commissioned high school.

# School of Education

Much credit for Indiana University's high national standing in educational circles is due the School of Education. It prepares graduate students for work in administration, supervision, and instruction in public schools and for the work of instruction and administration in normal schools, colleges, and universities. It provides professional training for students who expect to teach in the elementary and secondary schools, including four-year courses for elementary teachers and a four-year course for high school teachers with four teaching subjects. The degrees awarded are the B.S. and M.S. in education and the degree Doctor of Education. The Summer Session offers special opportunities for teachers.

The School provides B.S. and M.S. degree courses for men and women in the fields of coaching and physical education.

Combination courses in collaboration with the Training School for Nurses, the John Herron Art Institute, and the College of the North American Gymnastic Union are offered.

## TRAINING IN EDUCATIONAL RESEARCH

The School trains research workers and directors of city and higher institutional bureaus of research. It carries on experimental work in elementary, secondary, and higher education and conducts a Bureau of Coöperative Research to aid in the improvement of school practice.

## Teacher Placement

The Bureau of Teacher Recommendations aids in the placement of Indiana University graduates in teaching and administrative positions. Employment depends upon many factors, such as choice of teaching subjects, scholarship, personality, character, initiative, and fluctuation in demand. During the past year the University has been requested to recommend teachers for positions in practically every county and city in Indiana and in 36 other states.

A recent check of the 2,300 registrants in the Bureau of Teacher Recommendations showed that about 90 per cent were employed. The Bureau constantly studies fluctuations of teaching supply and demand in order to provide effective guidance for those who expect to enter the teaching profession.

Below: Tower of Union Building.





# The Campus at Bloomington



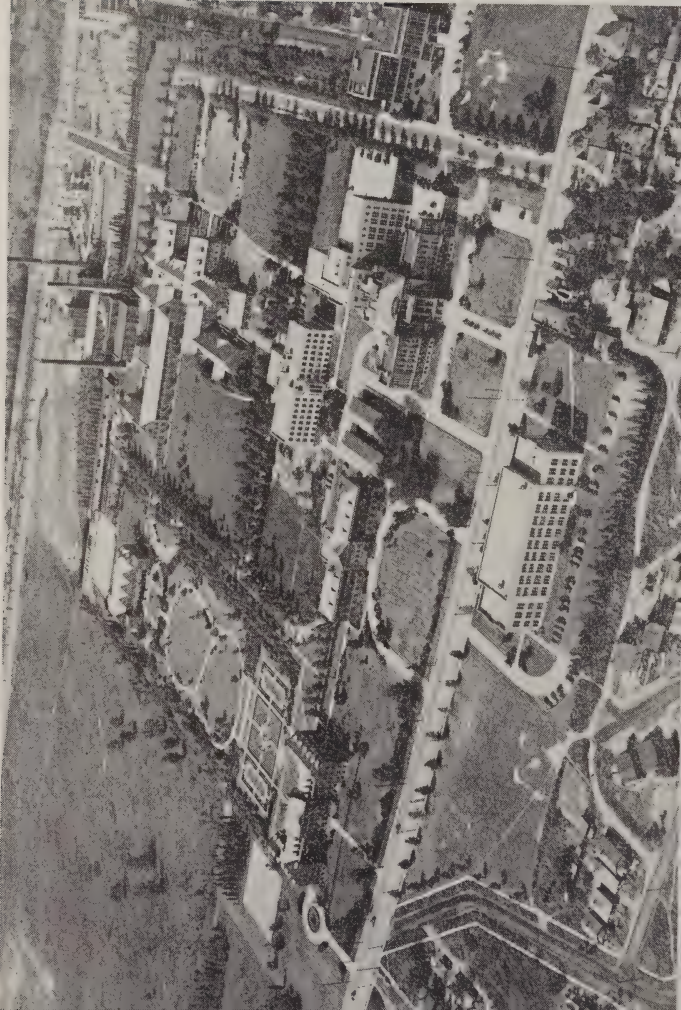


Aeroplane View of the Picturesque Wooded Campus of Indiana University at Bloomington. New Buildings recently completed are not shown in this picture. See diagram on pages 4 and 5.



## Medical Center At Indianapolis

At left, the Indiana University Medical Center, where students carry on their professional courses in Medicine, Dentistry, Nursing, Dietetics, and Social Work. Three state hospitals, the James Whitcomb Riley Memorial Hospital for Children, the William H. Coleman Hospital for Women, and the Robert W. Long Hospital, provide a wide variety of cases for teaching purposes.



# School of Dentistry

The School of Dentistry offers the degree Doctor of Dental Surgery (D.D.S) to those who have successfully completed two years of pre-dental and four years of dental training.

The first two years are designed to provide a cultural and scientific background for the study and practice of dentistry. The four years of dental training are designed to prepare the graduate to diagnose and treat all the various problems confronting the dentist.

A student may be admitted to the four-years' dental course with pre-dental credits secured at Indiana University or other accredited colleges. The credits must include a minimum of 6 hours of English, 6 hours of zoology or biology, 6 hours of physics, and 12 hours of chemistry (including not less than 4 hours of organic chemistry), and electives to make up a minimum of 60 hours. At least a C average must be maintained in the pre-dental work.

The first year course is offered on the Bloomington campus as this year of training is very nearly the same as the first year of medical training (see School of Medicine), and the same staff offers training to both schools. The last three years are offered in the new Dental Building (light building in foreground of cut of Medical Center) on the Indianapolis campus where abundant clinical facilities exist.

# School of Medicine

The School of Medicine has a seven-years' course leading to the B.S. or A.B. and the M.D. degrees.

Three years of pre-medical study and one year in the School of Medicine are provided at Bloomington, and three years in the Medical Center at Indianapolis. The Medical School has been rated Class A since the first classification of medical schools in 1905 by the American Medical Association.

Facilities for instruction in the Freshman year of the School of Medicine are modern in every respect in the excellent new medical building at Bloomington. Facilities for clinical instruction are among the advantages of the School at Indianapolis.

## UNIVERSITY HOSPITALS

With the Long Hospital for study of general types of cases, the Riley Hospital for study of children's diseases, and the Coleman Hospital for observation of diseases of women, and with the Indianapolis City Hospital available, medical students have access to at least 100,000 hospital and clinical cases annually.

Postgraduate courses include thorough reviews of the basic sciences and their application to modern medical practice.



# Nurses' Training School

As a part of its Medical Center, Indiana University provides a Nurses' Training School. Instruction by the staff of the School is supplemented with instruction by the faculties of Arts and Sciences and Medicine.

Three courses are offered: a four-years' course leading to the degree Graduate Nurse; a five-years'-and-four-months' course leading to the combined Bachelor's and Nursing degrees; and a combined course leading to the degrees Graduate Nurse and Bachelor of Science in Education.

## PRE-NURSING PROGRAM

The pre-nursing year of the four-years' course may be taken at Indiana University, in Indiana University Extension courses, or in other accredited universities and colleges.

The pre-professional year includes the following:

### Required Subjects—13 Semester Hours

English Composition.....	4 semester hours
English Literature .....	6 semester hours
Psychology .....	3 semester hours

### Elective Subjects—17 Semester Hours

#### Recommended—

Chemistry or Zoology.....	10 semester hours
Public Speaking .....	1 semester

#### Free Electives

Foreign Language  
History  
Sociology  
Other University Courses

## COMBINED COURSES

Students completing the five-years'-and-four-months' course take three years of Arts and Sciences or subjects in the School of Business, including at least one full year at Indiana University, and then complete their course after two years and four months in the Training School for Nurses at Indianapolis.

Those training for public health and school nursing take the regular course for the Graduate Nurse degree, either at Indiana University or in some other recognized nurses' training school, then transfer to the Indiana University School of Education at Bloomington. The combined nursing and education courses are completed in not less than five years.

Nursing classes are admitted in September, following a one-week's orientation period in June. Applicants must be between the ages of 19 and 30.

**Below: Dental Students Get Clinical Training.**



# School of Business

The student interested in preparing himself for a successful business career will find at Indiana University an outstanding School of Business.

On its faculty are men who are nationally known as experts in their fields of specialization. Many of the well-known texts used in schools of business throughout the nation are written by men teaching on the Indiana campus. While the I.U. School of Business is engaged actively in many forms of research and public service, it does not lose sight of its primary purpose—that of good teaching. Since the faculty has a real interest in the welfare of every student, it tries to adjust each student's program to fit his individual needs.

## 18 SPECIAL FIELDS

In addition to the general business course, students have an opportunity to choose any one of 18 separate fields of concentration as follows:

Accounting	Financing and Banking
Advertising	Institutional Management
Business-Chemistry	Insurance
Business-Engineering	Management
Business-Journalism	Marketing
Business-Law	Textile Merchandising
Business-Nursing	Public Business Administration
Business Statistics	Secretarial Training
Commercial Teacher Training	Urban Real Estate and Land Economics

The General Business course is designed for those students who want a broad training in the fundamentals of business. It gives the student a wide freedom in his choice of electives which permits him to meet his individual needs. The fields of concentration, in the Junior and Senior years, are for those students who wish to specialize in certain phases of business and prepare themselves for advancement in these particular fields.

## Business Placement

The School of Business maintains a placement service under the direction of a full-time placement manager. Through this service graduates are able to secure suitable business opportunities and business firms are able to secure well-trained men and women for their organizations.

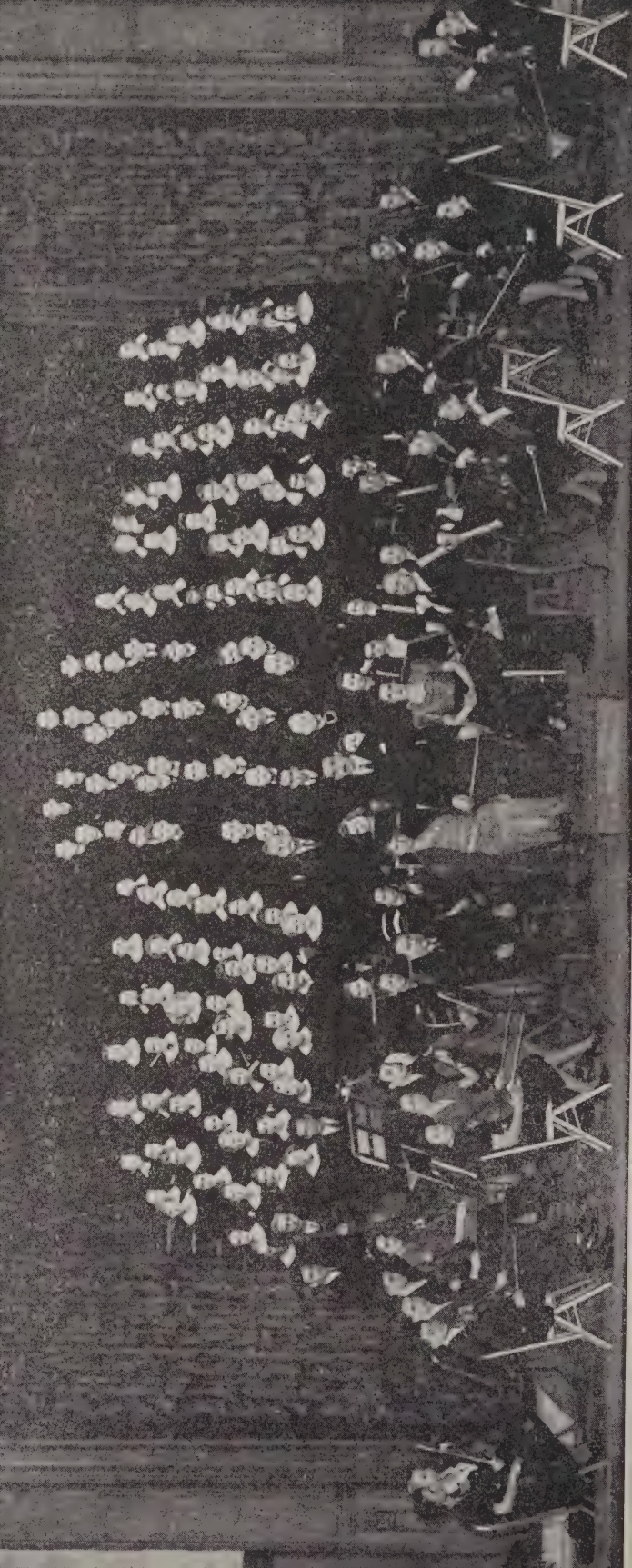
A carefully planned program has been developed both for aiding graduating Seniors in obtaining their beginning opportunities and for helping alumni to advance to more responsible positions. Past experience indicates that the demand for well-trained men and women graduates is increasing.

Personnel representatives from more than 60 companies come to the campus annually to interview Seniors. Last year 94 per cent of the graduates of the class of 1940 in the School of Business were placed in positions of their choice within two months after graduation.

## SUMMER BUSINESS CURRICULUM

The School has greatly expanded its Summer Session curriculum to meet the needs of entering students, present students, teachers planning to qualify for commercial teachers' licenses, graduate students, and students desiring intensive training in stenographic and clerical work. The annual Commercial Teachers' Conference, to be held during the Summer Session, will give students an opportunity to hear national leaders and see exhibits of the most up-to-date office and school equipment. A two-weeks' seminar on investment problems is offered with the coöperation of the American Life Convention for executives of the member companies.





# School of Law

Your State University's School of Law, a Class A institution on the approved list of the American Bar Association and a member of the Association of American Law Schools, provides comprehensive legal training as follows: a six-years' combined course in arts and sciences and law, in which the student receives both the A.B. or B.S. and the LL.B. degrees; a six-years' course in business and law, carrying with it the degrees B.S. in Business and the LL.B. degree in law; and a six-years' course in engineering or science and law, given with the coöperation of Purdue University and providing the B.S. and the LL.B. degrees.

Any four-years' course leading to the Bachelor's degree may precede the three professional years in law. The Doctor of Jurisprudence degree is also awarded.

Summer Session attendance materially reduces the time required to complete courses.

# School of Music

The School of Music offers courses of interest and value to all University students: (1) as an opportunity for liberal culture, (2) for training as music teachers and supervisors in the schools, (3) in preparation for professional careers in music, and (4) in work of musical research.

The School sponsors the Indiana University Symphony Orchestra, Concert Choir, Men's Glee Club, and Girls' Glee Club. These organizations provide opportunity for musical experience in frequent public appearances on the campus and elsewhere. The School of Music is housed in its own 90-room building and has its own auditorium for rehearsal and recital purposes.

## COURSES OF STUDY

The following courses of study are offered:

**In the School of Music:**

- I, II, III. Courses in Applied Music leading to the degree Bachelor of Music, with a major in piano, orchestral instrument, or voice.
- IV. Course in the theory and composition of music leading to the degree Bachelor of Music.
- V, VI. Courses in Public School Music leading to the degree Bachelor of Public School Music, with either vocal or instrumental emphasis.
- VII, VIII. Combined courses leading to the degree Bachelor of Music, with Supervisor's license.
- IX. Course leading to the degree Master of Music.

**In the College of Arts and Sciences:**

- X. Course leading to the degree Bachelor of Arts in Music.

**In the Graduate School:**

- XI. Course leading to the degree Master of Arts in Music.

Opposite Page: School of Music Chorus and Orchestra Present Handel's "Messiah," annual Christmas Season Event.



# Graduate School

The A.B. degree is no longer an adequate training for college and university teachers. Neither is it adequate for many secondary school teachers. Large industrial organizations, employing thousands of people, demand training beyond the undergraduate degree. For these and other reasons many people wish the opportunity for continued study. The Graduate School offers this opportunity. Inasmuch as it is the function of the University to advance knowledge as well as to teach, the Graduate School also offers the opportunity for the faculty to do research and to train students to do research.

As a prerequisite for admission to the Graduate School a student must have completed the undergraduate work at Indiana University or a similar course in another recognized school. Three advanced degrees are offered: Master of Arts or Master of Science after at least one year of graduate training, and Doctor of Philosophy after a minimum of three years of advanced work.

## Extension Division

Students desiring to go on with a University training but unable for some reason to come to the campus will find opportunities for home study through the Extension Division. Full Freshman and Sophomore programs are offered in the Extension Centers at Indianapolis, Fort Wayne, South Bend, Hammond-Whiting-East Chicago, and many classes are held in other cities. Extension classes, with or without full University credit, are usually scheduled for the late afternoon and evening so that employed students may have opportunity for part-time University studies after working hours. The cost of Extension class and correspondence courses is usually \$5 per credit hour or \$75 for a full semester's course.

### CLASSES OFFERED IN ANY COMMUNITY

If a group of not less than twenty persons in any Indiana community will organize to study a subject offered as an Extension course, the University will send an instructor to meet them for weekly or fortnightly classes.

The Division offers annually several hundred different courses, including both undergraduate and graduate instruction. Other types of service offered by the Extension Division for students and for adults in their home communities are: visual aids, package libraries of information on hundreds of subjects of study, drama loans, institutes, and lectures.

### CORRESPONDENCE STUDY

Hundreds of students annually carry on I.U. courses by correspondence with or without full University credit. Many high school courses are also offered and may be used in making up high school entrance deficiencies.

## Biological Station

The University owns and operates a biological station at Winona Lake, Indiana, where advanced work is conducted during the summer on the biology of lakes and rivers, including fisheries.

# Summer Session

The summer school at Your State University includes a regular nine-weeks' session opening in June, two six-weeks' sessions in law, and three-weeks' intensive courses for teachers and graduate students. Instruction is equivalent in quality to that of the regular session and one-half semester's credit or more may be earned. Work is offered in practically all schools and departments. The special intensive library course designed to assist Indiana high school librarians in qualifying for their positions under the new state law will be continued.

## SUMMER CAMP

Students and their families desiring Summer Session camp facilities may obtain camp sites, tents (screened, floored, and equipped), fuel, water, lights, and recreation at nearby McCormick's Creek State Park at 25c per person per day.

## Special Training Programs

### AVIATION COURSE FOR CIVILIAN PILOTS

A Civilian Pilot Training program is carried on under authority of the Civil Aeronautics Authority, including the prescribed 72 hours of ground school training and the 35 to 50 hours of flight instruction required for a private pilot's license. Students above the rank of Freshman who are United States citizens and between the ages of 18 and 25 are eligible. A special fee of \$40 is charged students to cover insurance and medical examination by the Civil Aeronautics Authority approved flight surgeon.

### LABORATORY TECHNOLOGY

Students desiring to qualify as laboratory technicians in hospitals, health centers, and elsewhere take a nine-semester (four years and one semester) course, the first five semesters and one summer session in the College of Arts and Sciences at Bloomington, and the last three semesters and one summer session at the School of Medicine, Indianapolis.

### SOCIAL WORK

The Training Course for Social Work, at Indianapolis, offers a full two-years' graduate program of professional education for social work leading to the Master's degree. The first year is devoted to the basic social work curriculum, and the second year provides curricula in eight specialized fields. Excellent field work facilities are available in public and private social agencies.

Extension Center at Indianapolis.





## GOVERNMENT SERVICE TRAINING

Training for government service is provided at Bloomington through the coöperative program offered by the schools of Law and Business and the departments of Economics, Government, and Sociology.

## RADIO, SPEECH, DRAMATICS

Students interested in radio, speech, and dramatics will find special facilities for study at Bloomington through the broadcasting program (Stations WHAS and WIRE by remote control), the Speech Clinic, and the University Theater and Experimental Theater. Debaters compete with Big Ten and other teams.

## HOME ECONOMICS PRACTICE HOUSE

The Practice House at Bloomington offers home economics students a chance to live together one semester in a home where classroom theories can be applied in meeting the daily problems of the home.

## ADVANCED DIETETICS

A full year of graduate work in dietetics is offered at the Medical Center in Indianapolis. Students holding the Bachelor's degree do advanced work in dietary, nutritional, and other problems, and gain unusual experience in methods of providing more than 1,000,000 meals a year at the Medical Center.

## PRACTICAL NEWSPAPER TRAINING

Students of journalism are offered practical training through the editing and publishing of a daily newspaper, *The Indiana Daily Student*. The paper is a member of the Associated Press.

## LIBRARY SCIENCE

Special training in library science for students qualifying as school librarians is provided by the School of Education. This work is offered in both the regular and summer sessions.

## JOHN HERRON ART INSTITUTE— I.U. COMBINED COURSE

Students who do two and one-half years of prescribed work at the John Herron Art Institute and the Indiana University Extension Center in Indianapolis may then transfer to the School of Education at Bloomington and after one and one-half years there receive the B.S. degree in Education. This prepares the student for a special teaching license in art.

## AMERICAN GYMNASTIC UNION— I.U. COMBINED COURSE

Under a coöperative arrangement with the College of the North American Gymnastic Union at Indianapolis, students who have done three years of work there may transfer to the Indiana University School of Education and complete in not less than one additional year the work for the B.S. degree in Education. Students thus qualify for a special teaching license in physical education.

Below: New University School.



## INDIANA-PURDUE COMBINATION COURSES

Combination courses are offered as follows:

Engineering-Law or Science-Law: first three years at Purdue and last three years at Indiana.

Business-Engineering: first two years at Indiana, third year at Purdue, and fourth year at Indiana.

Extension-Engineering: first year at one of the Indiana University Extension centers, last three years at Purdue.

## POLICE TRAINING

Indiana University is one of the few American universities offering a four-years' course for professional police service. A two-years' course is provided also for qualified students 21 years or older.

# Union Building—Campus Center

The Union Building is the center of campus life. Here students meet their friends in the Commons (cafeteria), Soda Shop, Men's Grill, Colonial Tea Room, Book Store, Fireside Bookshop, Town Hall, Bryan Room, Woodburn Room, Lounges, Terrace, Alumni Hall, and in departmental club rooms in the Tower.

The Student Building and the seven Halls of Residence are other centers of campus life.

## RELIGIOUS PROGRAM

Under the direction of the University Committee on Religion, a program is sponsored for all faiths represented in the student body.

The influence of the Christian Associations, the student Church Foundations, and the many other organizations for promotion of religious and spiritual fellowship—all of this will add to the making of a well-rounded life. The Indiana Union, the Association of Women Students, the 20 national social fraternities, honor fraternities and societies, the departmental clubs, and 16 national sororities, the professional and other organizations will give you an opportunity to develop social contact and leadership.

## PUBLIC PROGRAMS

Debating and dramatics will test your mettle in public appearances. Bands, glee clubs, choruses, symphonies, ensembles, solo recitals, athletic contests, and other such activities will give you training in appearing before the public and keeping cool under fire.

Laboratory for the Training of Teachers.





# Athletics

Indiana University is a national figure in college athletic circles. As one of your state's two Big Ten schools, its individual athletes and teams have won world-wide fame in state, Big Ten, national, and Olympic competitions.

In the past 16 years Indiana teams have won 54 national, Big Ten, and state team championships and were runners-up 27 times, while gaining many individual titles.

Under direction of the present athletic staff, Indiana has had athletes on Olympic teams and individuals selected for competition abroad. Two Indiana coaches were on the 1936 Olympic coaching staff, an honor shared by no other university in the United States.

## 40-Acre Athletic Plant

With a 40-acre athletic plant, modern stadium, gymnasium, field house, practice fields, and courts for both men and women, and with a nationally famed instructional and coaching staff—Your State University's physical education program ranks among the finest in the nation.

The University conducts regular B.S. and M.S. degree courses for young men and women desiring to prepare for coaching and teaching careers in the field of health and physical education.

## Intramural Sports

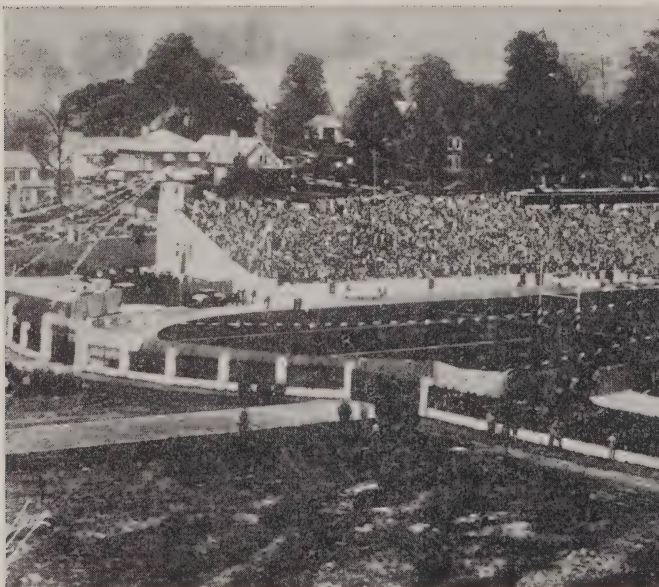
Intramural sports are provided for all men and women students who desire to participate and who are physically qualified.

Sports for men include football, baseball, tennis, track and field events, gymnastics, golf, handball, swimming, wrestling, cross country, ping pong, aerial dart, volleyball, and horseshoe pitching.

Sports for women include swimming, aesthetic and folk dancing, hockey, soccer, tennis, volleyball, golf, archery, baseball, gymnastics, deck tennis, quoits, badminton, and horseback riding.

Special efforts are made to interest all students in some form of sport. Class, league, and organization competition is provided.

Below: Indiana's Memorial Stadium.



**Below: Indiana's Famed Marching Band Struts on Boston Common Prior to Boston-Indiana Football Game.**



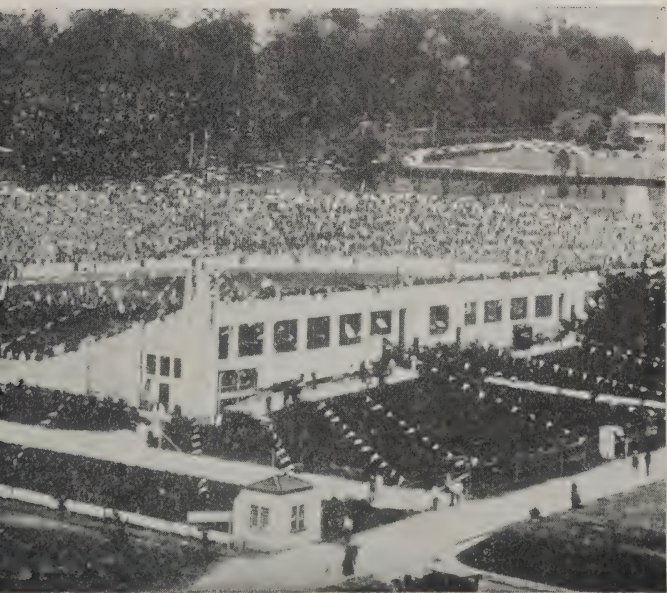
## Indiana University Band

The Indiana University R.O.T.C. Band has gained fame from Boston to Dallas for its marching and playing at football games. The 130 members of the Band made a trip to Boston in 1938. They went East again to New York City for the Indiana-Fordham game last fall. The Band makes a state concert tour each spring, plays at the Kentucky Derby, and parades and plays at the 500-Mile Speedway Races.

The Indiana University Men's Glee Club likewise makes an annual concert tour.

Juniors are paid \$20 and Seniors \$32.50 per semester for their playing in the Band. Freshmen and Sophomores are not paid.

**Scene of Thrilling Football and Track Events.**







Above: Class in Radio Observes a Broadcast.

## R.O.T.C. Infantry Regiment

Indiana University maintains an R.O.T.C. infantry regiment under authority of the federal government. Freshman and Sophomore men students, unless exempted, gain valuable training in the basic principles of national defense.

Juniors and Seniors may continue advanced military training and receive a per diem money allowance from the federal government amounting to about \$175 for their last two years and one summer camp of six weeks. Upon successful completion of the four-years' course, students become eligible for commissions as second lieutenants of infantry, Officers' Reserve Corps, U.S.A.

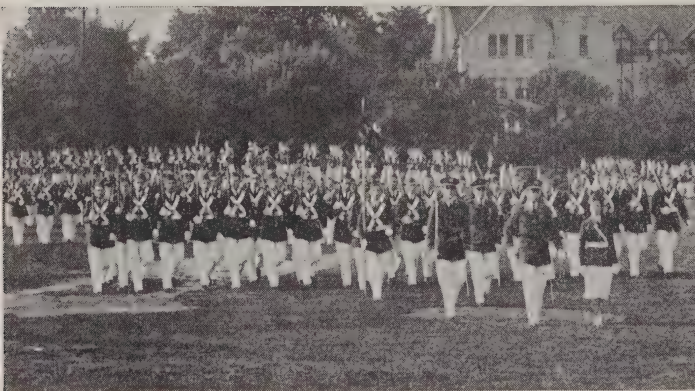
Credit for military training elsewhere is allowed as follows: One semester for each C.M.T.C. camp, each year in the National Guard, and each semester in approved high school R.O.T.C. units.

Exemptions from the Basic Course are granted to Sophomore pre-medical and pre-dental students who have had one year of military training; to students 25 years old or older; to the foreign born, not naturalized; to members of U.S. Army, Navy, Marine Corps, and to students who have completed six months or more of service in these organizations; and to students who are physically unfit. Exemptions are made up with courses in other University departments.

### MEDICAL R.O.T.C. UNIT

The Medical Unit of the R.O.T.C. gives students during their regular course in the School of Medicine special training which fits them to become, on graduation, officers in the Medical Reserve Corps. One year of basic training and four years of medical reserve training make up this course.

Below: Indiana's 1600 R.O.T.C. Cadets Pass in Review.



# Admission Qualifications

Students admitted to Indiana University are expected to be qualified not only in scholarship, but also from the standpoint of character, serious purpose, and promise of success.

Admission is provided under the following conditions:

1. *Admission by Certificate of Graduation from an Indiana Commissioned High School or Preparatory School, or from Accredited High Schools or Preparatory Schools of other states.* (Graduates of accredited high schools outside Indiana must have done superior high school work to be eligible.)

2. *Admission by Examination in each High School subject not satisfactorily completed.*

3. *Admission on "Condition" that prescribed High School subjects not completed will be made up without University credit.* Such deficiencies must be removed within one year from entrance at Indiana University by satisfactory completion of five hours of College work for each unit of high school credit deficiency.

4. *Admission with Advanced Standing by transfer of credits from some other Accredited University or College.* Students transferring must have honorable dismissal from the last institution attended. Students disqualified from returning to the institution which they have been attending should not expect to gain admission to Indiana University.

Credits will be transferred when earned with a grade not lower than Indiana University's "C" and when earned in courses corresponding to those of the Indiana University curriculum. In cases of questionable credits, their acceptance may be deferred at the time of admission but placed on the student's record after one or more years of satisfactory work at Indiana University.

5. *Admission of Graduates of Accredited Universities and Colleges for graduate or professional courses.*

6. *Admission on "Probation" is sometimes provided.* In such cases, the understanding is that the student so admitted will forego extra-curricular activities and will remove his "probational" status by the end of the semester in which he is admitted.

Beginning in the fall semester of 1941, the School of Business will advise graduates of Indiana commissioned high schools who rank scholastically in the lower third of their graduating classes not to seek admission, but in exceptional cases will admit such students on probation.

7. *Provisional Admission.* A student whose credentials are not completed by the opening of the semester but who gives evidence of satisfactory entrance qualifications may be granted "provisional" admission, with the understanding that his credentials will be completed within two weeks from date of entrance, or that his admission may be cancelled.

8. *Admission of Non-Credit Extension Students.* Extension students not working for credit may be admitted without high school training.

9. *Admission of Special Students.* "Special" students 21 years or older may be admitted without high school training for certain courses provided they can convince the department heads concerned that such study would seem to be profitable.

Below: Business Students Study Advertising.



# Admission Subject Requirements

Subject Requirements for Admission vary for the different divisions and are as follows:

## COLLEGE OF ARTS AND SCIENCES, including

Pre-Dentistry

Pre-Medicine

Pre-Law

Pre-Nursing

Satisfactory completion of 16 high school units, distributed as follows:

- |   |  |
|---|--|
| 1. English, 3 units                             | 6. Laboratory Science, 1 unit<br>(General Science not accepted)                  |
| 2. Algebra, 1 unit                              | 7. Electives from above subjects,<br>3 units                                     |
| 3. Geometry, 1 unit                             | 8. General electives from any<br>subject accepted by the High<br>School, 4 units |
| 4. Foreign Language, 2 units<br>in one language |  |
| 5. History, 1 unit                              |  |

(NOTE: A "unit" implies the equivalent of a high school course having daily recitations throughout one full year of at least 32 weeks. In Indiana 16 units are required for graduation.)

In other states, where 15 units meet the standard of accredited high schools, 15 units will be accepted in meeting high school entrance requirements.

## SCHOOL OF BUSINESS:

## SCHOOL OF EDUCATION:

## SCHOOL OF MUSIC:

Satisfactory completion of the requirements set by the Indiana State Department of Public Instruction for graduation from Indiana commissioned public and private high schools.

## SCHOOL OF DENTISTRY:

Completion of the Arts and Sciences high school requirements plus two years of prescribed pre-dental work in Indiana University or an institution of similar rank with an average grade of not less than "C."

## GRADUATE SCHOOL:

Graduation with the Bachelor's degree from Indiana University or from an institution of similar rank.

## SCHOOL OF LAW:

Completion of the Arts and Sciences high school requirements, plus three years of high-grade pre-law work at Indiana University or in an institution of similar rank.

Below: New Medical Building at Bloomington.





### **SCHOOL OF MEDICINE:**

Completion of the 16 units of high school work required for Arts and Sciences, plus three years of high-grade pre-medical work at Indiana University or in some other institution of higher learning approved by the Council on Medical Education and Hospitals of the American Medical Association.

### **TRAINING SCHOOL FOR NURSES:**

Completion of the Arts and Sciences high school entrance requirements, plus at least one year of pre-nursing work at Indiana University or some other institution of similar rank, and successful completion of a preliminary term of six months in the Nurses' Training School.

### **SUMMER SESSION:**

Same requirements as for regular session.

### **EXTENSION COURSES:**

Same as for campus courses, except where work is being done without credit, and, therefore, does not call for high school graduation.

### **TWO-YEAR ELECTIVE COURSE:**

Completion of the Indiana Commissioned high school graduation requirements. Special students 21 years or older are not required to have high school training.

## **Alumni Who's Who**

One test of a higher education in any university or college is the success of the men and women who go out from its halls. Those who know Indiana University's 50,000 living alumni and former students know not only of the University's 78 men who have become college heads but also of its important scientists, authors, journalists, physicians, lawyers, dentists, nurses, musical composers, teachers, school officials, business and professional men, farmers, government officials, and other leaders in community, state, national, and international affairs.

**Below: Co-ed Swimmers at Indiana.**



# Admission Procedures

Admission application forms provided by Indiana University are filled out by the applicant for undergraduate work and by his high school principal and are forwarded by the principal to the Director of Admissions at the University. Students transferring from other institutions for undergraduate study arrange for the filing of transcripts of their college work in addition to the high school transcripts.

Students entering for graduate work should arrange for the filing of the regular application blanks referred to above and for transcripts of their college records, which the registrars will submit on request. These credentials should be sent direct to the Dean of the Graduate School or of the professional school concerned and *not to the Director of Admissions*.

Extension Center students file their credentials at the Center office.

## FILE APPLICATIONS EARLY

Admission applications for the fall semester should be submitted, if possible, before July 15 and at the latest by August 15 to avoid delays and confusion. Applications for the spring semester and the summer session should be filed at correspondingly early dates.

Admission certificates are issued to satisfactory candidates, who present these certificates to the Registrar on registration day.

## ORIENTATION AND REGISTRATION

New students come to the campus about three days earlier than other students for an "Orientation Program" which acquaints them with University officials, and with library, laboratory, and class schedule routines. During this period all new students take the required college aptitude tests and may take certain optional tests, such as the English Composition Exemption Examination.

New students register during the "Orientation Period." The complete "Orientation" schedule is printed and sent during the summer to all new students admitted.

## INDIANA UNIVERSITY CALENDAR (New Calendar)

Second Semester	1941
Registration and enrollment	Jan. 25, Saturday
Summer Session	1941
Registration and enrollment	June 10, Tuesday
Instruction begins	June 11, Wednesday
Independence Day, a holiday	July 4, Friday
Summer Session ends	August 6, Wednesday
First Semester	1941-42
Registration of new students	Sept. 10, Wednesday
Required orientation program	Sept. 11-12, Thursday, Friday
Registration of old students	Sept. 11-13, Thursday, Saturday
Enrollment in classes	Sept. 13, Saturday
Instruction begins	Sept. 15, Monday, 8 a.m.
Armistice Day Ceremonial	Nov. 11, Tuesday
Thanksgiving recess begins	Nov. 19, Wednesday, 5 p.m.
Thanksgiving recess ends	Nov. 21, Friday, 8 a.m.
Holiday recess begins	Dec. 20, Saturday, noon
Holiday recess ends	Jan. 5, Monday, 8 a.m.
Final examinations begin	Jan. 15, Thursday, 7:45 a.m.
First semester ends	Jan. 23, Friday, 5 p.m.
Second Semester	1942
Registration and enrollment	Jan. 24, Saturday
Instruction begins	Jan. 26, Monday, 8 a.m.
Spring recess begins	Apr. 1, Wednesday, noon
Spring recess ends	Apr. 6, Monday, 8 a.m.
Foundation Day convocation	May 6, Wednesday, 10-12 a.m.
Final examinations begin	May 20, Wednesday, 7:45 a.m.
Final examinations end	May 28, Thursday, 5 p.m.
Memorial Day, a holiday	May 30, Saturday
Baccalaureate address	May 31, Sunday
Commencement Day	June 1, Monday

# Who Should Go to College?

Should I go to college? This is a final question which must be taken seriously.

Few people today are so out-of-date in their thinking as to advise against a higher education for young men and women of intellect and ambition. It is obvious that a higher education usually will be gained in college or not at all. It is equally obvious that those who do not have the ambition, intellect, and industry should not waste time in college.

The record shows that, as a rule, Indiana high school graduates ranking in the lower third of their graduating classes stand a very small chance of doing sufficiently satisfactory academic work to progress into the Junior year of most courses at Indiana University. There are some exceptions, of course, to the above experience, but the facts are worthy of most serious consideration.

## Freshman Guidance

Even those students who come to the University well equipped with intellect and training will find the transition from high school to college often difficult. To give all possible aid toward a successful adjustment, the University maintains a Freshman guidance program. Each Freshman is assigned to a faculty member who serves throughout the school year as the student's personal advisor. Dean H. T. Briscoe has charge of the Freshman guidance program.

### CAMPUS CONFERENCES

Prospective students are advised to come to the campus early in the summer to select rooms, discuss courses with deans and counsellors, and clear up other questions. Visitors are invited to call at the Office of Admissions in the Administration Building.

Below: Students of Dietetics.





# Further Information

This bulletin serves as your Introduction to Indiana University and, with careful study, should provide the answers to most questions which you will have. The University Catalog is bulky, and separate bulletins, rather than the Catalog, are usually provided for prospective students who desire full details.

Bulletins listing courses and other details are provided as follows:

Arts and Sciences  
Aviation  
Business  
Dentistry  
Education  
Government Training  
Graduate School  
Home Economics  
Laboratory Technology  
Law  
Medicine  
Music

Nursing  
Police Training  
Social Work  
Extension Home Study  
(Indianapolis, Fort Wayne,  
Calumet, South Bend Centers)  
Extension Correspondence Study  
Residence Halls for Men  
Residence Halls for Women  
Approved Rooms  
Self-Help and Budgets

Students desiring departmental information should state specifically the bulletin or bulletins desired. They will then be mailed under separate cover.

If, after carefully studying this preliminary bulletin, you seriously contemplate entering the University, you are invited to make further inquiries and, unless the blank is enclosed, request admission application blank from

Dr. Frank R. Elliott  
Director of Admissions  
Administration Building  
Indiana University  
Bloomington, Indiana

Indiana University is a member of the following organizations for the promotion of learning: Association of American Universities, National Association of State Universities, Carnegie Foundation for the Advancement of Teaching, North Central Association of Colleges and Secondary Schools, American Bar Association, Association of American Law Schools, American Association of Collegiate Schools of Business, National University Extension Association, American Association of Dental Schools, Association of American Medical Colleges, and American Association of Schools of Social Work.

Other national organizations represented on the campus are: American Association of University Women, Intercollegiate Conference of Faculty Representatives (popularly known as the Big Ten), Phi Beta Kappa, Sigma Xi, and similar organizations.

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UNIVERSITY OF ILLINOIS

# Indiana University News-Letter

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Entered as second-class matter December 23, 1912, at the post office at Bloomington, Ind., under the Act of August 24, 1912. Published twelve times a year by Indiana University, from the University Office, Bloomington, Ind.

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VOL. XXVIII, No. 11

BLOOMINGTON, INDIANA

NOVEMBER, 1940

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## Nineteenth Annual High School Principals' Conference Monday, November 18, 1940

Under the auspices of the School of Education,  
Indiana University

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### FOREWORD

The University desires to provide a center for the discussion of significant trends in education, both state and national, and to coöperate with the schools in improving the educational program. In keeping with this policy, the University announces the Nineteenth Annual High School Principals' Conference to be held Monday, November 18, to which all school officials and teachers interested in secondary education are cordially invited.

In 1937 a new feature of the conference was the opportunity afforded principals to confer with their recent graduates who were freshmen in the University. This meeting was considered so successful that this type of conference has been made a permanent part of the program.

The morning session will be given over entirely to these conferences, which have been arranged by correspondence with the principals of those schools having members of last year's graduating classes now studying at the University. Those who have not yet arranged for student conferences, but wish to do so, should write to the School of Education.

Dr. T. R. McConnell, Associate Dean of the College of Science, Literature, and the Arts at the University of Minnesota, will be the guest speaker.

PROGRAM OF THE NINETEENTH ANNUAL HIGH SCHOOL  
PRINCIPALS' CONFERENCE

## GENERAL MEETINGS

*Morning Session, 9:00 a.m.*

## Union Building

9:00-12:00 Principal-Freshman Conferences. Principals who have recent graduates enrolled as freshmen in the University have been invited to hold individual conferences with these students. The schedules of conferences, together with room numbers and other information, will be available on arrival at the Union Building. Guests of the conference are cordially invited to visit the University School during the hours when they are not participating in these conferences.

*Afternoon Session, 2:00 p.m.*

## Alumni Hall

C. O. Dahle, Principal of University School, Indiana  
University, presiding

- 2:00 Welcome. Herman T. Briscoe, Dean of Faculties, Indiana University.
- 2:05 Greetings from the School of Education. H. L. Smith, Dean of School of Education, Indiana University.
- 2:10 Fundamental Bases of Supervision. T. R. McConnell, Associate Dean of College of Science, Literature, and the Arts, University of Minnesota.
- 3:00 Sectional Meetings (See detailed program of meetings.)

*Dinner, 5:30 p.m.*

## Alumni Hall

Those attending the conference are invited to meet informally for dinner. *Reservations must be made before noon on November 16.*

*Evening Session, 6:45 p.m.*

## Lounge, Union Building

Donald L. Simon, Principal of Bloomington High School,  
presiding

- 6:45 Critical Problems in General Education. T. R. McConnell, Associate Dean of College of Science, Literature, and the Arts, University of Minnesota.



## SECTIONAL MEETINGS, 3:00 p.m.

## Union Building

*English Group*

## Town Hall

Theme: Shall High School Speech be Taught as a Part of the English Offering or as a Special Field?

J. R. Mitchell, Principal of New Castle Senior High School, presiding.

The Point of View of the Speech Teacher. Lee R. Norvelle, Associate Professor of English and Radio Director, Indiana University.

The Point of View of the English Department. Blanche Wellons, Instructor and Critic Teacher in English, University School, Bloomington.

## Discussion Members:

Leonard O. Andrews, Assistant Professor of Education and Assistant Director of Supervised Teaching, Indiana University.

Lee L. Eve, Principal of South Whitley High School.

C. C. Katterjohn, Principal of New Albany High School.

George E. Long, Principal of Mooresville High School.

Morris E. McCarty, Principal of Jefferson High School, Lafayette.

D. U. Morris, Director of Speech and Reading Clinic, Indiana State Teachers College, Terre Haute.

R. R. Myers, Principal of Mishawaka High School.

J. C. Rice, Principal of Martinsville High School.

Elsa Ropp, Principal of Milan High School.

Carl Shrode, Principal of Central High School, Evansville.

Charles H. Vance, Principal of Ben Davis High School.

Joseph C. Wagner, Superintendent of Hartford City Schools.

*Social Science Group*

## Room D

Theme: Education for Democracy.

Clyde Parker, Superintendent of Washington City Schools, presiding.

A Program of Education for Democracy. Kenneth B. Thurston, Instructor and Critic Teacher in Social Studies, University School, Bloomington.

Needed Changes in Civic Training. W. A. Butcher, Principal of John F. Nuner School, South Bend.

## Discussion Members:

William A. Beavers, Superintendent of Greendale Public Schools, Lawrenceburg.

Paul Carmack, Teacher of Social Studies, Rushville High School.

Arthur De Camp, Teacher of Social Studies, Brazil High School.

E. H. Fishback, Principal of Anderson Junior High School.

I. Owen Foster, Associate Professor of Education, Indiana University.

M. M. Hague, Principal of Twelve Mile High School.

Olis G. Jamison, Principal of Laboratory School, Terre Haute.

Jeannette Landrum, Teacher of Social Studies, Wiley High School, Terre Haute.

C. L. Murray, Registrar of Ball State Teachers College, Muncie.

Frederick G. Neel, Principal of Hunter School, Bloomington.

Paul Seehausen, Teacher of Social Studies, Shortridge High School, Indianapolis.

William F. Vogel, Superintendent of Jeffersonville Public Schools.

Carl Zimmerman, Principal of Logansport High School.

*Science Group*

## Rooms A, B, C

Theme: The Course in Generalized Science vs. the Specialized Sciences on the Senior High School Level.

Adrian Little, Superintendent of Huntington County Schools, presiding.

*Pro.* John R. Smithson, Teacher of Science, Burris Training School, Muncie.

*Con.* Ernest O. Hanger, Teacher of Science, Frankfort High School.

## Discussion Members:

- William Barnhart, Teacher of Science and Mathematics, Marion Township School, Mitchell.  
 Harry R. Davidson, Superintendent of Cannelton City Schools.  
 Carl G. F. Franzén, Professor of Secondary Education, Indiana University.  
 A. L. Glaze, Principal of Shields High School, Seymour.  
 Clarence Leuck, Superintendent of Monroe County Schools.  
 Wallace B. Miner, Instructor and Critic Teacher in Science, University School, Bloomington.  
 O. C. Osborn, Head of Science Department, Central Junior-Senior High School, South Bend.  
 Hubert S. Rice, Teacher of Science, Vincennes High School.  
 Roy Roudebush, Principal of Wilkinson School.  
 Merrill J. Webb, Principal of North Vernon High School.  
 Harland W. White, Principal of Morocco Public Schools.

*Mathematics Group*

## Whittenberger Room

Theme: Can Secondary School Mathematics be Practical and at the Same Time Meet College Entrance Requirements?

K. V. Ammerman, Principal of Broad Ripple High School, Indianapolis, presiding.

What the Colleges Expect the High Schools to Do in Mathematics. K. P. Williams, Professor of Mathematics, Indiana University.

What Mathematics High School Pupils Need. Kenneth Pitts, Principal of Boswell High School.

## Discussion Members:

- Paul Alexander, Principal of Greensburg High School.  
 Ray G. Goldman, Superintendent of Huntingburg City Schools.  
 A. V. Purdue, Principal of Rochester Joint High School.  
 S. R. Rinkard, Principal of Edinburg City Schools.  
 R. F. Robinson, Principal of Washington High School, East Chicago.  
 Dana Schwanholt, Principal of Dillsboro High School.  
 Clair J. Sellars, Principal of Rushville High School.  
 C. A. Smith, Principal of Delphi-Deer Creek Township Schools, Delphi.  
 Emory W. Theiss, Principal of Jeffersonville High School.  
 John H. Young, Principal of Adams Township School, New Haven.

*Personnel and Personal Problems Group*

## Bryan Room

Theme: A Testing Program for Better High School-College Relations.

J. Ralph Irons, Superintendent of Evansville Public Schools, presiding.

A Program from the Viewpoint of the University. Merrill T. Eaton, Assistant Professor of Education and Assistant Director of Bureau of Coöperative Research, Indiana University.

A Program from the High School Point of View. Frank R. Elliott, Director of Admissions, Indiana University.

## Discussion Members:

- C. E. Eash, Principal of Warren Central High School, Indianapolis.  
 Elvin S. Eyster, Head of Commercial Department, North Side High School, Fort Wayne.  
 John M. French, Principal of LaPorte High School.  
 C. V. Haworth, Superintendent of Kokomo City Schools.  
 C. C. Hillis, Principal of Elwood High School.  
 Ira L. Huntington, Superintendent of Jasper County Schools, Rensselaer.  
 Harold E. Moore, Director of Bureau of Teacher Recommendations, Indiana University.  
 Galen B. Sargent, Principal of John Adams High School, South Bend.  
 Daniel W. Snepp, Dean of Boys and Assistant Principal of Benjamin Bosse High School, Evansville.  
 E. A. Spaulding, Principal of Emerson High School, Gary.  
 Gertrude Thumler, Dean of Girls, Arsenal Technical High School, Indianapolis.  
 Blanch E. Tuhey, Chairman of Senior Counselors, Central High School, Muncie.

MAY 5 1941

# Indiana University News-Letter

UNIVERSITY OF ILLINOIS

Entered as second-class mail matter December 23, 1912, at the post-office at Bloomington, Ind., under the Act of August 24, 1912. Published twelve times a year by Indiana University, from the University Office, Bloomington, Indiana.

VOL. XXVIII, No. 7

BLOOMINGTON, INDIANA

JULY, 1940

## Student Expenditures at Indiana University

MARY M. CRAWFORD

*Instructor in Economics, Indiana University*

IN recent years, in Indiana, as in other states, an increasing number of family budgets have been adjusted to include college expenses. As a result, interest in student expenditures has increased considerably. Now, more frequently than before, parents are beginning to plan during the early years of a child's life to meet the cost of his college education, which usually occurs in a fairly concentrated four-year period. In some instances, it has been found expedient to set aside regularly a part of the family income for this purpose. In others, endowment insurance policies have afforded a means of providing the necessary funds at the time the child is ready to enter college. For the young man or woman who has to shoulder the responsibility of financing all or a part of his own college expenses, planning is also necessary. For such young people planning may involve regular work and saving or the development of some skill that may be used to earn money while in school.

Before either the parent or the student can make definite plans for meeting the expenses to be incurred at the college of his choice, he must have some knowledge of the average expenditure, including tuition or fees, of students who attend it. Because of variations in family incomes and in the earning capacities of students as well as in their ability to qualify for grants-in-aid, the amounts spent by students in the same school differ. For this reason, figures showing the range of expenditures by different groups are also helpful. Realization of the need of prospective patrons for such information regarding student expenditures at Indiana University accounts in large part for the studies which have been made annually during the last fifteen years.<sup>1</sup> A second reason for these studies has been the hope that the average expenditures of the entire student body and of the organized and unorganized groups of men and women in each of the

<sup>1</sup> The studies were begun by Professor James E. Moffat in 1926 and repeated each year until 1935. During that time Professor Moffat published several articles which presented the results of his study. Some of these are: "Student Expenses at Indiana University," *Indiana University Alumni Quarterly*, vol. 19, No. 4 (October, 1932), pp. 476-486; "Student Expenditures and the Depression," *Indiana University News-Letter*, vol. 22, No. 7 (July, 1934), pp. 1-6; "Student Budgets," *School and Society*, vol. 36, No. 927 (October 1, 1932), pp. 432-434.



four undergraduate classes might provide a standard with which those of similar groups in other schools may be compared. This hope has seemed justified by the fact that Indiana University has certain characteristics which make it a representative state university. One of these is its size in relation to other schools of the same kind, as it is neither extremely large nor small. Another qualification is its location, not far from the center of population and in a state in which the per capita income in the last ten years has remained fairly close to that for the continental area of the United States.<sup>2</sup>

### Student Expenditures, 1939-40

In order to keep the findings of the present study comparable with those made earlier by Professor James E. Moffat, the same methods for collecting and analyzing data have been used.<sup>3</sup> Questionnaires were distributed among a random sample of organized and unorganized men and women in each of the four college classes.<sup>4</sup> In addition to answering several questions, the students were asked to estimate their expenditures during the school year for items listed under fourteen separate headings. To prevent the inclusion of unreliable data, standards for accepting the estimates were set up by means of personal interviews with students in each group. To encourage coöperation on the part of the students and to assure more nearly accurate estimates, the fact was stressed that all answers to the questionnaires were to be submitted anonymously. More than 1,200 questionnaires were distributed for the present study; 981 of those returned were used. Since this sample represents a little more than one-sixth of the total number of students on the Bloomington campus during the regular academic year 1939-40, it was considered adequate for obtaining averages that could be regarded as significant.<sup>5</sup>

When data submitted by the students were examined, an attempt was made to do four things, namely: (1) to determine the average total annual expenditure of all of the students at Indiana University and of various groups within the student body; (2) to measure the annual change in the average total expenditure of all of the students on the campus; (3) to find the average amounts and the proportion of the total budgets represented by each item for all students and for each of the different groups; and (4) to see what percentage of students earn all or a part of their college expenses.

The average total expenditures of all students on the campus at Bloomington for the two semesters of the regular school year 1939-

<sup>2</sup> "Income Payments, 1929-38," *Domestic Commerce*, vol. 25, No. 12 (April 30, 1940), pp. 232-233.

<sup>3</sup> In presenting the results of this study, the writer received very helpful suggestions from Professors Moffat, Mills, and Hadley and Mr. Batchelor of the Department of Economics.

Two N.Y.A. students and a senior taking a major in economics assisted with the clerical work. Mr. Russell Davis helped with the tabulation of data and typing and Messrs. Floyd Evans and Eugene Clayton with the calculation of averages and percentages.

<sup>4</sup> For help in the distribution and collection of questionnaires, the writer is indebted to Dean Mueller, Mrs. Weatherwax, the sorority chaperones, the social directors of the dormitories, Mr. Mee, and colleagues in the Department of Economics.

<sup>5</sup> It should be kept in mind, however, that the averages were derived from a sample and are therefore subject to some error when compared with the general average of the students on the campus. For this reason they should be regarded as representative rather than as absolute figures.

40 was \$643.22.<sup>6</sup> When the data were thrown into a frequency distribution, the resulting curve was skewed to the right and distinctly bimodal as shown on page 7. An analysis of the data leads to the conclusion that the mode having the lower value, \$572.94, is that of all students who find it necessary to economize to meet expenses. The second mode, with a value of \$725.18, is of students who are less pressed financially. In each group both organized and unorganized students were found. Since complete data are available regarding the expenses anticipated by N.Y.A. students, this group was studied separately.<sup>7</sup> As a result, it was found that the average amount that the N.Y.A. student expected to spend during 1939-40 was \$351.30, an amount considerably lower than the average obtained for the entire student body.<sup>8</sup>

#### Averages of Estimated Expenditures of Different Groups of Students

Within the student body there are several groups whose averages are of interest for purposes of comparison. An examination of two of these showed that, as in former years, women spent more than men, their average being \$682.70 while that of the men was \$621.07.<sup>9</sup> In terms of totals the average expenditures of organized students exceeded those of unorganized by \$263.73.<sup>10</sup> When divisions within these groups were considered, it was found that organized women spent \$210.74 more than unorganized women. In the case of the men the difference was \$293.30. Although the average expenditures of the organized students in each of the four college classes were greater than those of students who did not belong to Greek-letter societies, it must be kept in mind that the amounts spent by many unorganized students are extremely high in comparison. The lowest average for any group in the general study was \$511.58, the amount spent by unorganized freshman men. The highest, \$876.82, was that of organized junior women. Other differences are shown in Table I.

In Table II the anticipated averages of organized and unorganized N.Y.A. students in the undergraduate classes are given.

A comparison of the figures in Table II with those in Table I shows that in every instance the averages of the estimated expenses of N.Y.A. students are less than those for all persons in the organized and unorganized groups. The range of \$336.66—\$439 in the averages of the N.Y.A. students is also narrower than that of \$527.84—\$876.82 for all students.

<sup>6</sup> This is the weighted arithmetic mean of the estimates of total expenditures submitted on 981 questionnaires. It is weighted in accordance with the University enrollment figures and organization data collected from the office of the Dean of Women and the Red Book. In considering this figure, one must keep in mind that it is an average of all expenses during the nine months of the school year. It includes the sum paid for clothing and other items not listed among the basic expenses listed in the estimates of costs published by the Director of Admissions.

<sup>7</sup> The sample used included only 625 of the 789 undergraduates who were approved for N.Y.A. work at Bloomington in 1939-40.

<sup>8</sup> This average is obtained from estimates submitted by N.Y.A. students of the amounts required for the college year 1939-40.

<sup>9</sup> These are also weighted averages.

<sup>10</sup> The study of expenditures of the University of Minnesota students, sponsored by the Family Economics Bureau of the Northwestern National Life Insurance Company, showed that fraternity men and sorority girls from out of town spent an average of approximately \$100 a month exclusive of tuition, an amount ranging from \$17 to \$30 a month higher than that spent by unorganized students. A report of this study was issued in mimeographed form, August, 1939.

TABLE I. AVERAGE EXPENSES OF GROUPS OF STUDENTS AT INDIANA UNIVERSITY, 1939-40

Classes	Organized	Unorganized	Both
Freshman—			
Men .....	\$809.12	\$511.58	\$672.75
Women .....	791.37	595.65	613.04
Sophomore—			
Men .....	834.57	527.84	691.83
Women .....	827.84	649.46	716.51
Junior—			
Men .....	828.98	549.07	698.13
Women .....	876.82	599.05	714.97
Senior—			
Men .....	801.86	553.80	693.83
Women .....	825.93	634.48	710.07
All Men <sup>1</sup> .....	824.60	531.30	621.07
All Women .....	828.61	617.87	682.70
All Students .....	826.01	562.28	643.22

<sup>1</sup> The averages for all men, all women, and both groups are weighted in accordance with the University enrollment figures and organization data collected from the office of the Dean of Women and the Red Book.

TABLE II. AVERAGE OF TOTAL EXPENSES ANTICIPATED BY N.Y.A. STUDENTS AT INDIANA UNIVERSITY DURING THE SCHOOL YEAR, 1939-40<sup>1</sup>

Classes	Organized	Unorganized	Both
Freshman—			
Men .....	\$401.33	\$336.66	\$338.76
Women .....	399.00	334.50	335.08
Sophomore—			
Men .....	430.75	352.01	360.18
Women .....	..... <sup>2</sup>	339.00	.....
Junior—			
Men .....	352.69	349.18	349.49
Women .....	439.00	337.87	346.54
Senior—			
Men .....	421.90	382.45	387.92
Women .....	..... <sup>2</sup>	360.07	.....
All Men .....	356.31	346.30	347.67
All Women .....	429.00	359.50	361.11
All Students .....	360.29	350.22	351.30

<sup>1</sup> The figures of sophomores, juniors, and seniors are probably more significant since they are based on past experience.

<sup>2</sup> There were no students in these groups in the sample.



The extremes reported by the students in each of the sixteen groups were individual cases with little significance except to show the range in the amounts spent by students at Bloomington. As may be seen from Table III, the highest total submitted for 1939-40 was \$1,639.05. This was of an organized freshman woman in the College of Arts and Sciences. The lowest figure for a student who did not live in Bloomington was \$209 reported by an unorganized freshman woman<sup>11</sup> who was taking the two-year elective course. It is interesting to note, however, that the greatest extremes in the estimates occurred among women in the latter group and that the second highest total was that of an unorganized woman. Among the men the largest amount was reported by an organized sophomore and the lowest by an unorganized freshman. The widest spread in expenditures was found in the freshman class.

TABLE III. THE HIGHEST AND LOWEST INDIVIDUAL EXPENDITURES REPORTED BY DIFFERENT GROUPS OF STUDENTS, 1939-40

Class	Men		Women	
	Organized	Unorganized	Organized	Unorganized
Freshman—				
Highest ...	\$1,234.00	\$928.50	\$1,639.05	\$1,563.63
Lowest ...	294.75	226.00	214.00	209.00
Sophomore—				
Highest ...	1,274.00	729.00	1,474.00	1,562.00
Lowest ...	434.00	255.40	404.50	237.00
Junior—				
Highest ...	1,148.00	996.00	1,416.50	1,070.00
Lowest ...	416.75	263.22	307.00	376.00
Senior—				
Highest ...	1,124.25	935.00	1,520.00	1,153.00
Lowest ...	483.00	257.50	371.75	339.00

#### The Index for 1939-40

For the construction of an index number by which the change in the average total expenditures for 1939-40 could be measured in relation to those of previous years, the writer used the average, \$911, for 1925-26, which Professor Moffat set equal to 100 per cent.<sup>12</sup> The resulting index of 70.6 for 1939-40 shows an increase over the amount spent in

<sup>11</sup> Persons interested in minimum costs at Indiana University should not be misled by this figure. It is extremely low and less than any student who contemplates attending the University should consider as a minimum expenditure for the year. It was included in the sample only because one or two students have reported that by sharing an inexpensive room and having cooking privileges they are able to reduce the amounts they spend. Further economy was effected by these students by bringing such items as potatoes and canned fruits and vegetables from home, and by having these stocks of food supplemented from time to time by boxes of food from parents and relatives. It must be remembered that such a case is very exceptional.

<sup>12</sup> The index of student expenditures at Indiana University was begun by Professor Moffat and continued by him during the years 1926-35, inclusive.

1938-39 when the index was 67.9 and the absolute number \$619.37. This index number also shows the highest average expenditure since 1931-32. The relation of the change in 1939-40 to changes of other years is shown in Table IV.

TABLE IV. THE MOFFAT INDEX OF STUDENT EXPENDITURES AT INDIANA UNIVERSITY, 1925-40

Year	Index Number	Year	Index Number
1925-26	100.00	1933-34	58.5
1926-27	91.3	1934-35	60.7
1927-28	95.7	1935-36	58.5
1928-29	93.0	1936-37	65.2
1929-30	96.3	1937-38	69.2
1930-31	91.9	1938-39	67.9
1931-32	80.1	1939-40	70.6
1932-33	63.9		

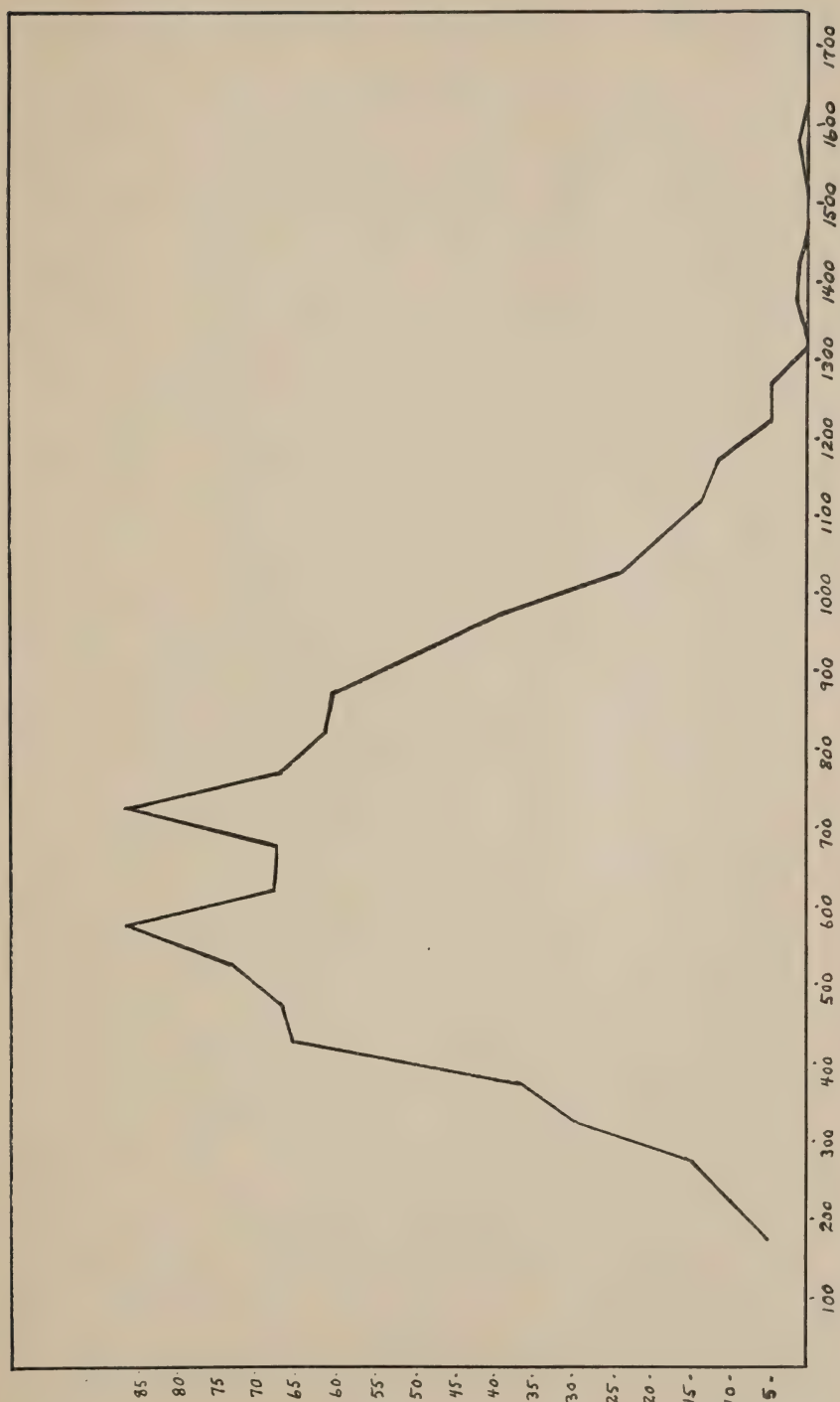
Perhaps the greater amount of increase in the expenditure index for 1939-40 is explained by an increase in the amount of money the students had to spend. Such a conclusion seems justified because: (1) prices of several items in the student budget, such as fees, organization dues, and, in some cases, room rent, are administered and do not always change from year to year;<sup>13</sup> (2) the greatest changes in the amounts spent last year for different items occurred in those for clothing, recreation, refreshments, and cosmetics rather than for fees, room rent, and food; (3) the general indexes of the prices of food and clothing showed only a slight increase during the last year and the prices of many kinds of refreshments and cosmetics tend to be either customary or fixed; (4) the index is one of expenditures rather than one of the essential costs of attending college;<sup>14</sup> (5) improvement in some kinds of business in the state since 1938-39 has enabled some parents to give their children more money. It must be pointed out, however, that the index was undoubtedly affected by an increase of \$6 a semester in University fees which became effective in the fall of 1939.

#### Estimates of Expenditures for Individual Items

On the questionnaires submitted by the students, the estimates of total expenditures for the college year for items appearing in the typical student budget were listed under the headings shown in Table V, page 9. In the study of these data, the average amounts spent by men and women in different groups were classified under different headings and the percentages of the total expenditures determined. The

<sup>13</sup> Professor Moffat found that, when compared with the business cycle curve, student budget changes show a distinct lag. See his "Student Expenses at Indiana University," *Indiana University News-Letter*, November, 1932, p. 5.

<sup>14</sup> For example, the price of a movie may not change, but if a student attends more shows the amount he spends for movies will increase.



Frequency Distribution of Estimated Total Expenditures of 981 Students at Indiana University, 1939-40.



results obtained for the sophomore class are shown in Table V.<sup>15</sup> These figures also show the differences which occur in the expenditures of students in the same University class.

### Expenditures for Food, Housing, and Clothing

The estimates of expenditures for individual items reveal some interesting facts regarding student consumption patterns. For all groups except freshman sorority members, food ranked first in importance in the budget. Because of smaller average total expenditures, the amounts spent for this item by unorganized students represented a larger percentage of their budgets than in the case of the organized men and women who actually paid more. Further evidence that the percentage of the total expenditure spent for food by students increases as the amount decreases is found in the case of unorganized students whose average expenditure for food was the least of any group, yet amounted to 32.32 per cent of their expenses.<sup>16</sup> For all organized students the proportion of the average total used to purchase meals was 25.17 per cent and for unorganized students 29.09 per cent. In absolute amounts the average expenditure of all men was \$192.65 and of the women \$184.65. The averages of N.Y.A. students were somewhat less and showed a smaller difference between the amounts spent by men and women. For this latter group the average for women was \$128.26 and for men \$134.36.

To secure some more specific information regarding the students' spending habits for food, a question was asked regarding the daily consumption of milk. This commodity was chosen because it is a basic food which appears in most diets. A tabulation of answers shows that the men drink more milk than women, averaging 2.01 glasses per day as compared with 1.58 glasses by the women. Freshmen and sophomores drink more milk than upperclassmen. Of all groups, the organized freshman men who consume 2.73 glasses per day drink the most, and unorganized senior men the least with an average consumption of only 1.45 glasses daily.

Only 2 per cent of the 981 students in the sample lived at home and thus avoided having to pay room rent.<sup>17</sup> Because of the location of the University in a town of limited size, most of the students came to Bloomington from other places to remain during the college year of approximately nine months. Of these, the men averaged \$112.32 for a place to stay and the women \$117.47, a difference of less than \$6.<sup>18</sup> In the N.Y.A. group, the average anticipated expenditures of both men and women amounted to \$81.06. For all groups of men the expense of housing ranked second. In the budgets of the coeds it was pushed to third place, being superseded by clothing. For them 20.40 per cent of the amount spent went for clothing and only 16.48 per cent for a room.

<sup>15</sup> This class was chosen because the extremes were less pronounced and the averages thus derived therefore presented a better description of the group.

<sup>16</sup> Still more evidence is found in the proportion of the average total expenditure for food by all N.Y.A. students.

<sup>17</sup> A little more than two-thirds of the students in the sample lived in either a dormitory or Greek-letter society house and the remainder in out-in-town houses. More than 81 per cent of the N.Y.A. students lived in out-in-town houses.

<sup>18</sup> This figure includes an allowance of \$81 for room for the students who work for their lodging.

TABLE V. AVERAGE AMOUNTS AND PERCENTAGES OF TOTALS SPENT BY SOPHOMORES ON DIFFERENT ITEMS IN THE STUDENT BUDGET, 1939-40

	Organized Women		Organized Men		Unorganized Women		Unorganized Men	
	Amount	Per cent	Amount	Per cent	Amount	Per cent	Amount	Per cent
Food .....	\$208.92	25.23	\$215.51	25.82	\$178.34	27.45	\$164.73	31.04
Room .....	132.95	16.05	129.42	15.51	121.39	18.68	89.54	16.98
Clothing .....	171.43	20.70	99.48	11.92	122.33	18.82	47.35	8.97
Fees .....	101.94	12.43	98.83	11.84	98.28	15.12	91.02	17.25
Texts .....	27.62	3.33	27.49	3.29	27.97	4.30	23.78	4.51
General Reading .....	2.70	.32	3.85	.46	4.25	.67	3.57	.68
Transportation .....	26.47	3.20	18.03	2.16	26.75	4.21	11.97	2.29
Health .....	9.56	1.15	12.19	1.46	9.43	1.44	10.00	1.90
Contributions .....	13.29	1.64	10.72	1.28	9.65	1.49	8.76	1.67
Recreation .....	27.53	3.31	77.80	9.34	16.67	2.56	31.77	6.04
Organization Dues <sup>1</sup> .....	49.42	5.95	67.57	8.09	1.55	.23	1.66	.33
Refreshments .....	26.21	3.13	39.38	4.72	14.24	2.18	20.05	3.83
Toilet Articles .....	18.85	2.25	12.44	1.49	10.03	1.54	10.63	2.03
Laundry .....	10.95	1.31	21.86	2.62	8.55	1.31	12.99	2.48
Total Expenditures .....	\$827.84	100.00	\$834.57	100.00	\$649.46	100.00	\$527.84	100.00

<sup>1</sup> This includes all club and honorary fraternity dues.

During 1939-40 the women students spent an average of \$138.12 for clothing and the men \$74.30. Among freshman sorority girls one of every four dollars spent during the school year was paid for wearing apparel while unorganized sophomore men spent less than one of every ten dollars for something to wear. Much of the economy of the N.Y.A. students occurred in the purchase of clothing. As a result, their average expenditures for this item were reduced to \$33.94 for the women and \$20.93 for the men.

### Expenditures for Other Items

The average expenditure of \$58.31 by men students for recreation and amusement was almost three times as great as that by women, whose average was \$19.82. This difference is explained by the fact that tickets for dances, movies, athletic events, and other forms of entertainment were frequently bought by the men for the women.<sup>19</sup> Organized men spent 9.92 per cent of their total expenditures for recreation and the unorganized spent 6.15 per cent. Between the two groups of women the difference was somewhat less as the organized spent 3.04 and the unorganized 2.73. For all of the students this expense represented 5.56 per cent of the total budget.

For additional information regarding spending habits the students were asked a question regarding movie attendance. According to the answers received, the organized junior men are the greatest cinema devotees on the campus, having an average attendance of 1.55 shows per week. The difference among all of the groups was not great, since only the unorganized freshman men averaged less than one movie per week. There was practically no difference between men and women in attendance, as the men averaged 1.17 shows per week and the women 1.19.

For refreshments the average totals spent by men and women were \$25.25 and \$18.08, respectively. For the purposes of securing more specific information regarding expenditures for items other than necessities, the students were asked regarding their daily and weekly consumption of cold drinks, candy bars, and other refreshments. From the replies it was found that men students averaged 1.11 cold drinks per day and women only .903. Organized junior women with an average of 1.5 per day consumed the most. In every group more was spent for cold beverages than for candy. In the purchase of the latter, men spent only slightly more than the women.

Amounts paid for cleaning, shoe shines, and clothing repairs were included under the general heading of laundry. Postage for laundry was included under this general heading because at Indiana University, as in most schools, a large number of students mail their clothes home to be washed. The average of the estimates of the amounts spent for keeping clothing clean and in good condition was greater for men than for women. This fact is perhaps explained by the fact

<sup>19</sup> In data submitted by the students of the University of Minnesota the men reported an average of \$6.85 per month for amusement, the fraternity men spending \$10.55 and the unorganized \$5.58. Both organized and unorganized women reported an average of \$1.14. See "U' Students Report their Expenditures," a mimeographed report of the study of expenditures of students of the University of Minnesota sponsored by the Family Economics Bureau, Northwestern National Life Insurance Company, 1939.



that women can do more toward caring for their clothing than men. Many of the garments worn by women students do not have to be boiled or starched and can be washed in the bathrooms in the houses in which they live. In most of the houses the girls also have access to an iron and ironing board. For the girls living in some of the sorority houses and dormitories, laundries are provided. Since the men are not able to wash their shirts themselves, they are forced to mail them home or have them laundered. Men students often have less opportunity to press their clothing than women.

The services offered at barber shops and beauty parlors were included under cosmetics to reduce to a minimum the number of headings on the questionnaires. For their shaves, haircuts, and toilet articles the men spent an average of \$10.75. Although the average amount spent by women for manicures, shampoos, and hair waving together with cosmetics was greater, the difference was not so great as might be expected.

There were also several variations in the amounts spent by different groups for such items as fees, books and supplies, general reading materials, and organization dues. As was true of all fairly rigid costs, fees took a larger proportion of the funds of unorganized students than of the fraternity and sorority groups.<sup>20</sup> Organized women bought more textbooks than fraternity men, while among the unorganized students the men purchased more. The reason for the smallest average expenditure by the organized freshman man and the largest by unorganized women is doubtless explained by the tendency for students living in fraternity houses to buy books together. The greater purchases of books and magazines for general reading were made by unorganized students. Within the two groups, fraternity men spent more than sorority women and unorganized women more than the men, the only exception being the organized freshmen women, who spent the most of any group. For organization dues, the amounts spent by men and women were about the same.

### Insurance Carried by Students

Approximately 3 of every 5 students in the sample carried some kind of life insurance. This proportion is greater than any reported since the study of student expenditures at the University was begun. The percentage of insured women students was 42.22 and for men 71.20. Prior to the past year, the highest percentage of insured students was found in 1931-32 when 58 per cent of the men and 30 per cent of the women were insured. During the depression years these percentages dropped considerably, reaching 54 per cent for men and 22 per cent for women in 1933-34. In 1937-38, the proportion of insured men continued to show a decline while that of women rose 3.7 per cent. The findings for the past year show a rapid increase for both groups.

The policies held by the students were of different types and for different amounts. The ordinary life policy held first place, accounting

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<sup>20</sup> The average for all women was \$97.99 and for all men \$98.95.

for 46.99 per cent of the policies listed.<sup>21</sup> The endowment policy ranked second with a percentage of 33.94. Of the remaining policies, 11.8 per cent were term insurance and 7.45 per cent limited life.<sup>22</sup> Not all of the students stated the value of their policies. Of those who did so, 301 were insured for less than \$2,000.<sup>23</sup> Only 60 students carried policies of \$4,000 or over.

### Students' Earnings and Hours of Work

In 1939-40, 44.54 per cent or more than 1 of every 3 of the undergraduates who submitted questionnaires earned at least a part of his college expenses. This is a decrease of 2.43 per cent since 1937-38 and almost the same proportion that Professor Moffat found in his study of student expenditures in 1931-32.<sup>24</sup> Approximately 1 of every 7 students or 16.31 per cent of the sample earned all expenses without any assistance from home. In interviews, several students told of working while attending high school or even elementary school and during summers to earn money for college. Approximately 32 per cent of the students in the sample worked while attending the University. Nearly 27 per cent worked during the summer vacation. Considerably more than half of the students who were financing all of their own expenses were found among the unorganized men. Many unorganized women also earned all of their own expenses, but only 7 organized women did so.<sup>25</sup> Among the unorganized students, more women than men earned at least a part of their college expenses, but more of the men worked while in college. It is also a significant fact that more unorganized than organized men worked while on the campus, but that fewer worked during the summer vacation.<sup>26</sup> Although the number of unorganized women who worked during the summer vacations exceeded that of the organized women, the difference was much less marked than during the school year. The distribution of students who work among different groups on the campus is shown in Table VI.

The number of hours of work required of students who work in private homes and restaurants for their meals or for their rooms is not uniform. For 106 students who supplied information on this subject, the range in the time worked for three meals a day was from 10 to 40 hours per week. The modal number of hours for these students was 23.3 hours per week.<sup>27</sup> The modal number of hours a week required of 51 students who earned two meals per day was 17.4 and the range 10 to 20 hours. Each of 7 students who earned one meal a day worked fewer than 10 hours. Only 31 persons stated the number

<sup>21</sup> There were 542 students who listed the kind of policy held.

<sup>22</sup> Possible explanation of these term policies is that they afford protection for creditors who lend funds to students attending college.

<sup>23</sup> Forty students had policies valued between \$1999-\$4000.

<sup>24</sup> Moffat, James E., "Student Expenses at Indiana University," *Indiana University News-Letter*, November, 1932, p. 9.

<sup>25</sup> Of all unorganized women in the sample, 38.01 per cent worked as did 56.13 per cent of all the men. In the organized groups, 31.37 per cent of the girls and 50.21 per cent of the men worked.

<sup>26</sup> Of the organized men who reported, 62.88 per cent worked during the summer, but only 45.28 per cent of the unorganized men worked.

<sup>27</sup> Students can secure meals in the coöperative dining-room for 6 days a week for 14 cents per meal and approximately two hours work a week.

TABLE VI. STUDENTS IN GROUPS OF ORGANIZED AND UN-ORGANIZED MEN AND WOMEN IN DIFFERENT COLLEGE CLASSES WHO WORKED TO PAY A PART OR ALL OF THEIR COLLEGE EXPENSES, 1939-40

	Earn All of College Expenses	Earn a Part of College Expenses	Work While in College	Work in Summer
Freshman—				
Women Organized .	3	19	20	20
Women Unorganized	8	59	30	30
Men Organized ....	6	43	25	38
Men Unorganized .	23	23	30	30
Sophomore—				
Women Organized .	2	17	4	76
Women Unorganized	6	33	30	17
Men Organized ....	6	23	11	38
Men Unorganized .	12	31	32	15
Junior—				
Women Organized .	1	11	8	18
Women Unorganized	7	18	11	16
Men Organized ....	12	30	28	53
Men Unorganized .	49	44	45	36
Senior—				
Women Organized .	1	14	9	30
Women Unorganized	7	32	21	60
Men Organized ....	5	19	16	19
Men Unorganized ..	12	21	9	18
Total .....	160	437	329	514

of hours worked for a room. Of those who volunteered this information, 23 worked fewer than 10 hours, 8 between 10 and 20, and one student more than 20 hours. The kind of work most frequently done by men for a room is taking care of a furnace. Women usually cook or take care of children during a part of the day or in the evening when the parents are away. A summary of the total number of hours worked by students in all groups is shown in Table VII.

Considerable variation was also found in the number of hours worked by students receiving money in return for their services. Of the 288 students who noted the length of time they worked each week, 43.7 per cent worked fewer than 10 hours per week, 61.1 per cent fewer than 20 hours, and 90.9 per cent fewer than 30 hours. Of the remaining 9.1 per cent, only 5 students worked more than 40 hours a week. Both the number of hours worked per day and per week varied with the kind of work and the employer. In a survey made with the assistance of N.Y.A. workers in 1938, it was found that approximately



TABLE VII. THE NUMBER OF HOURS OF EMPLOYMENT PER WEEK REPORTED BY STUDENTS AT INDIANA UNIVERSITY, 1939-40.

Class	Number of Hours				
	0-9	10-19	20-29	30-39	40
Freshman—					
Women Organized .	1	..	..	..	..
Women Unorganized	24	7	2	..	2
Men Organized ....	1	1	..	1	..
Men Unorganized .	11	5	9	4	..
Sophomore—					
Women Organized .	2	8	2	..	..
Women Unorganized	14	4	3	..	..
Men Organized ....	5	7	..	1	..
Men Unorganized .	16	1	3	2	1
Junior—					
Women Organized .	6	10	1	..	..
Women Unorganized	6	11	5	4	..
Men Organized ....	5	7	11	..	..
Men Unorganized .	10	..	16	6	2
Senior—					
Women Organized .	3	2	..	..	..
Women Unorganized	10	7	2	1	..
Men Organized ....	7	3	3	1	..
Men Unorganized .	11	4	2	1	..
Total .....	132	77	59	21	5

one-fourth of the students who worked were at that time employed in restaurants where they acted as cashiers, waiters, cooks, or dishwashers.<sup>28</sup> Other kinds of occupations in which students were employed were retail selling, stockkeeping, window decorating, bookkeeping, and janitor and delivery service. The students who worked in a store on Saturdays worked long hours for that one day. Other students who took care of furnaces, waited table, or washed dishes worked more days but sometimes only an hour or two a day. The modal wage reported was 30 cents, the average amount paid to N.Y.A. students on the campus. There was no indication in the data collected that the wage rate earned by students in Bloomington had increased.

#### Economic Status of Applicants for NYA Work

The remainder of the funds required by students who earn only a part of their own expenses while in college came from different sources. In the separate study that was made of N.Y.A. students, of 578 who reported sources of assistance on their application blanks,

<sup>28</sup> Crawford, Mary M., "Student Expenses at Indiana University," *Indiana University News-Letter*, August, 1938.

429, a little more than 68 per cent, received help from parents.<sup>29</sup> To show the economic status of the parents in relation to the need of the applicants for federal aid to meet college expenses, considerable information regarding this subject was filed. From these data the Office of Admissions found that the average income of parents of N.Y.A. students at Indiana amounted to \$1,231.98 in 1939. It is interesting to note that this amount is less than the average of family incomes reported by the N.Y.A. students in 1937-38, yet the average estimated expenditure of all N.Y.A. students increased slightly.<sup>30</sup> The highest family incomes from any kind of business enterprise were for amounts between \$2,799 and \$3,000.<sup>31</sup> The lowest amounts from this source amounted to less than \$300.

Many of the students who attend Indiana University come from farming areas. Of those who applied for N.Y.A. assistance in 1939-40, 3 reported that their parents owned between 279.99 and 300 acres of land, 3 between 179.99 and 200 acres, and the remaining 82 listed farms of less than 180 acres. Three students stated that their parents' incomes from farms fell in a class interval of \$1,500-\$1,599, while at the other extreme 4 estimated the family income from this source at less than \$200. The highest monthly rent reported paid for a farm fell in a class interval of \$50-54.99. Ten students said their fathers farmed land on shares.

Three N.Y.A. students said they lived in houses for which the monthly rent was over \$55. Of the students whose applications were examined, 329 reported that their parents owned the homes in which they lived. There were 111 who stated their parents owned the business in which they were engaged.

For many parents the ability to assist their children financially while in college is definitely affected by the number of persons in the family. The modal size reported was 4 persons; the largest, 12. But since no data were compiled regarding the number of children in school or the number in the family who worked, the figures do not particularly help to explain the need of financial assistance for young people wanting to attend college.

The average expenditure of \$351.30 anticipated by N.Y.A. students represents over a fourth of the average income, \$1,231.98, of the parents of these students. Since students must have some money in addition to N.Y.A. payments, it is necessary for them to obtain funds from some other source. When parents are not able to provide such additional funds, students of exceptional ability often receive them in the form of county scholarships. Uncles, aunts, and grandparents are often able to lend or give funds. Some organizations

<sup>29</sup> There were 1,268 students who applied for N.Y.A. work at Bloomington for the year 1939-40. Of this number, 827 were placed. Of these students, 789 were undergraduates.

<sup>30</sup> Of the N.Y.A. applicants, 110 were the children of farmers and 98 of laborers. The fathers of 58 were salesmen and of 32, merchants. There were 31 mechanics, 18 were railroad employees, and the same number carpenters. Other occupations in which a smaller number of fathers were engaged were those of electricians, stonecutters, and mill workers. Several of the fathers were professional men, including 24 teachers, 2 physicians, and 2 ministers. There were 4 clerks and 12 mail carriers. Six of the parents were truck drivers, and 4, janitors. Four students reported that their fathers had retired, 28 that they were unemployed, and 18 listed them as engaged in W.P.A. work. There were 53 employed in miscellaneous ways.

<sup>31</sup> There were 10 students who reported family incomes within the class interval of \$2,800-\$2,999 and 3 in that of \$200-\$399.

in the state offer scholarships and loans. The Noyes Scholarship funds are available for children of World War veterans. State funds are also available for students whose physical handicaps qualify them for such aid. The amount of funds already in the possession of students who applied for N.Y.A. work when they entered the University in the fall of 1939 ranged from \$163.75 to \$305.60.

### *Conclusions*

As a result of the present study, the following conclusions seem warranted: (1) that the increase in the average total expenditure of Indiana University students in 1939-40 is due to an increase in funds that the students had to spend rather than to an increase in costs; (2) that the average amount spent is in line with that of similar schools; (3) that there is considerable variation in both the absolute amounts and in the percentages of the budget allotted to various items of expense by men and women students, organized and unorganized students, members of different university classes and by N.Y.A. students; (4) that there are similar differences between the expenditures of organized and unorganized students at other schools where Greek-letter societies are found; (5) that the average expenditure of the N.Y.A. group, which includes both organized and unorganized men and women, is considerably lower than that for all students; (6) that there has been during the last year a marked increase in the percentage of students carrying life insurance; (7) that a large number of students who attend the University earn all or a part of their expenses; (8) that a larger number of organized students work during the summer than during the regular session; and (9) that more unorganized students work while attending the University than while away during the summer vacation.



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ANNOUNCEMENT

# The Training Course for Social Work



Member of the American Association of Schools of Social Work

1941-42

INDIANAPOLIS



# University Calendar

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## REGULAR SESSION, 1941-42

### FIRST SEMESTER

<i>September 10, Wednesday.</i>	Registration of new students.
<i>September 11, 12, Thursday, Friday.</i>	Required orientation program.
<i>September 11-13, Thursday-Saturday.</i>	Registration of old students.
<i>September 13, Saturday.</i>	Enrollment in classes.
<i>September 15, Monday, 8 a.m.</i>	Instruction begins.
<i>November 11, Tuesday.</i>	Armistice Day Ceremonial.
<i>November 19, Wednesday, 5 p.m.</i>	Thanksgiving recess begins.
<i>November 21, Friday, 8 a.m.</i>	Thanksgiving recess ends.
<i>December 20, Saturday, noon.</i>	Holiday recess begins.
<i>January 5, Monday, 8 a.m.</i>	Holiday recess ends.
<i>January 15, Thursday, 7:45 a.m.</i>	Final examinations begin.
<i>January 23, Friday, 5 p.m.</i>	First semester ends.

### SECOND SEMESTER

<i>January 24, Saturday.</i>	Registration and enrollment.
<i>January 26, Monday, 8 a.m.</i>	Instruction begins.
<i>April 1, Wednesday, noon.</i>	Spring recess begins.
<i>April 6, Monday, 8 a.m.</i>	Spring recess ends.
<i>May 6, Wednesday, 10 a.m.-12 m.</i>	Foundation Day convocation.
<i>May 20, Wednesday, 7:45 a.m.</i>	Final examinations begin.
<i>May 28, Thursday, 5 p.m.</i>	Final examinations end.
<i>May 30, Saturday.</i>	Memorial Day, a holiday.
<i>May 31, Sunday, 8 p.m.</i>	Baccalaureate address.
<i>June 1, Monday.</i>	Commencement Day.

# Indiana University News-Letter

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## Officers and Faculty

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### OFFICERS OF ADMINISTRATION

HERMAN B WELLS, A.M., LL.D., President of the University.  
WILLIAM LOWE BRYAN, Ph.D., LL.D., L.H.D., President Emeritus.  
WARD GRAY BIDDLE, A.B., Comptroller, and Secretary of Board of Trustees.  
THOMAS AUBREY COOKSON, Registrar.  
HERMAN THOMPSON BRISCOE, Ph.D., Dean of the Faculties.  
SELATIE EDGAR STOUT, Ph.D., Dean of the College of Arts and Sciences.  
FERNANDUS PAYNE, Ph.D., Sc.D., Dean of the Graduate School.

### FACULTY

EDWIN HARDIN SUTHERLAND, Ph.D., Professor of Sociology, and Director of the Training Course for Social Work.  
LOUIS EARL EVANS, A.M., Associate Professor of Sociology, and Director of the Bureau of Social Research.  
\*LEONA ELIZABETH MASSOTH, A.M., Assistant Professor of Social Work.  
WADE T. SEARLES, A.M., Assistant Professor of Social Work, and Field Representative in Public Welfare Administration.  
MARGARET C. MILLER, A.M., Instructor in Social Work, and Director of Field Work.  
HELEN SANDERS, M.S.S., Instructor in Social Work.

### LECTURERS IN SOCIAL WORK

ALLAN BLOOM, Director of Kirschbaum Community Center.  
F. SHERWOOD BLUE, B.S., LL.B., Prosecuting Attorney, Marion County.  
CHARLES H. CRONICK, A.B., M.D., Huesmann Fellow in Child Study and Guidance, School of Medicine.  
HOWARD B. METTEL, B.S., M.D., State Director of Maternal and Child Health.

### RESEARCH ASSISTANTS, 1940-41

JANE FIX, A.B.  
JOHN C. MUELLER, A.B.  
CAROL LEE GEISLER, A.B., Secretary, Training Course for Social Work and Bureau of Social Research.

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\*On leave 1940-41.



# General Statement

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## History of the Training Course for Social Work

INDIANA UNIVERSITY was among the early schools to recognize the need for professional education for social workers and one of the very first state universities to offer such courses. From 1911 until 1915 professional courses were offered in the Department of Economics and Sociology. As these courses had developed largely in the field of hospital social work they were reorganized in 1915 as the Social Service Department and associated closely with the School of Medicine and the University Hospitals. Again in 1924 the program was reorganized as the Training Course for Social Work in the Department of Economics and Sociology. At this time the scope was broadened to include education for the general field of social work and provision was made for more emphasis on social research.

The Training Course for Social Work became a division of the Department of Sociology when the Department of Economics and Sociology was divided in 1935. In 1936 this division was placed on a full graduate basis, its work leading to the Master's degree. The Training Course for Social Work is a member of the American Association of Schools of Social Work (national accrediting body for professional schools of social work), and its two-year program is fully accredited.

## Social Work in Indiana

The growth of social work has increased greatly the demand for social workers. Since the World War and especially since 1930 the rapid development of public social work has opened vast new fields for qualified social workers. The public social services under the Federal Social Security Act require not only more social workers but better prepared workers. The trend in Indiana has followed in this direction.

The Indiana Welfare and Unemployment Compensation Acts of 1936 have broadened greatly the fields open to social workers in this state. The development of professional standards in probation, parole, relief, and institutional work, in addition to the Social Security program, as well as the raising of standards in private social agencies, has resulted in a large deficiency in the number of qualified persons in Indiana and in the nation. Brief inquiry reveals that there are not less than 1,800 persons in private and public social work positions in Indiana at the present time. Each year many social workers are required to fill vacancies and to meet new personnel requirements in this state.

## Education for Social Work

The standards of education required by both private and public social agencies have been raised rapidly during the past few years.

One to two years of professional education on the graduate level are being accepted increasingly as a minimum for beginning positions in social work.

There is no short cut to professional competence in social work. Short or long apprenticeship in a social agency as a method of preparation for social work, like apprenticeship training in the other professions with all the dangers of the trial-and-error method, is disappearing in favor of education in recognized professional schools. Sound preparation for social work follows three principles well tested by the older professions: (1) a prerequisite of a good general college or university education with special attention to the basic sciences in which the profession has its roots; (2) basic education for the field as a whole as a necessary part of the equipment of a social worker whatever his field of special interest; (3) specialized work in the fields of special interest in addition to, not in lieu of, the basic work. The vital interrelationships of the various special fields of social work make it imperative that the social worker in one field have an understanding of the common background and the basic principles and methods of the other fields of social work. The worker in juvenile probation therefore must understand not only those principles and skills of his own particular province, but must know the sociological, economic, psychological, biological, historical, and governmental backgrounds common to the problems with which social work deals and the principles and methods of case work in family welfare and child welfare, group work, community organization, and other fields upon which he is dependent for the successful performance of his duties as a probation officer.

The Training Course for Social Work of Indiana University is built on these sound principles. Only those persons who have satisfactory general educational background are admitted. A full year of basic courses is expected of all students. A full year or more of work suitable for advanced preparation in the principal specialized fields is offered.

### Field Work

An indispensable part of education for social work is supervised field work. In this phase of his work the student, under the skillful supervision of a carefully selected and well qualified supervisor in a recognized private or public agency, applies and tests the principles and methods which are developed through his classroom work and study, and by actual practice under supervision acquires the skills of his profession. Field work is, therefore, not merely "practice," but is a real educational experience.

Registration in field work is necessarily limited by the number of places available. Field work courses are open only to full-time students, and, if enough places are available, to part-time social workers who have completed the required classroom courses. A student should apply for field work at least one month in advance of the opening of the semester to insure placement.

A minimum of ten semester hours of field work is required for the Master's degree.

A minimum of forty-eight clock hours is required for one semester hour of credit.

Arrangements are made for the student who is beginning professional education to spend three days each week in a selected social agency. The new student without experience in social work should remain in his first field work agency for two semesters. Emphasis is placed on those factors which are basic to all forms of social work. In the second year the student has the opportunity for experience in some specialized type of public or private social work, and may spend up to thirty hours a week in the field, arranging classroom courses accordingly. All field work is carried on under the supervision of the director of field work instruction and the supervisory personnel of the agencies.

Field work courses are offered by the Training Course for Social Work in the following divisions: family case work; child welfare work, in child placing, in institutions, in the public schools; public welfare; probation and corrections; community organization; group work; personnel work.

Field work opportunities may be arranged with the following agencies cooperating with the Training Course for Social Work in providing field work during the year:

- Catholic Charities Bureau
- Children's Bureau of the Indianapolis Orphan Asylum
- Family Welfare Society
- Flanner House
- Indiana Boys' School
- Indiana State Department of Public Welfare
  - Division of Corrections
  - Division of Medical Care (Mental Hygiene)
- Indiana State Prison, Michigan City
- Indiana University Medical Center
  - Administrative Office
  - Child Study and Guidance Clinic
- Indianapolis Council of Social Agencies
- Indianapolis Public Schools, Social Service Department
- Jewish Community Center Association
- Marion County Department of Public Welfare
  - Aid to Dependent Children Division
  - Blind Assistance Division
  - Children's Division
  - Old Age Assistance Division
- Marion County Juvenile Court
- Travelers' Aid Society
- Unemployment Relief Commission
- United States Housing Authority, Lockefield Gardens
- Young Men's Christian Association
- Young Women's Christian Association.



### **Social Research**

Skill in original study should be a part of the equipment of every social worker. Such skill enables him to explore for himself problems which he must meet in the better performance of his work. It enables him to contribute to the body of knowledge and literature upon which his profession grows. The student in the Training Course for Social Work is expected to demonstrate his research ability by submitting a thesis based on his original inquiry in some aspect of social welfare. The Faculty is prepared to assist him through seminars and conferences.

### **Bureau of Social Research**

The Bureau of Social Research was established in 1930 and is maintained as part of the work of the Training Course for Social Work. It is the purpose of the Bureau to carry on studies which have a bearing on social work and to cooperate with public and private social agencies in research work.

The facilities and equipment of the Bureau offer to a student interested in social research opportunity to assist in the projects of the Bureau and to carry on studies of his own.

### **Field Service**

As part of the public service of the Training Course for Social Work, the members of its staff are available to assist local communities, agencies, and groups with lectures and courses of lectures, institutes, conferences, planning and conducting surveys and studies, and for consultations on social work and welfare problems, if such services serve an essentially public interest. For information regarding field service write to the Training Course for Social Work.

### **Extension Courses**

Through the cooperation of the Training Course for Social Work and the Extension Division of the University, on application of a reasonable number of qualified persons, suitable extension courses in social service may be arranged in convenient centers throughout the state. For information regarding extension courses in social service write to the Training Course for Social Work.

### **Requirements for Admission**

To be admitted to the Training Course for Social Work, a student must have graduated with a baccalaureate degree from Indiana University or from an institution of similar rank, and must have met the general requirements for admission to the Graduate School. As specific preparation for the study of social work, a student should have completed not less than thirty semester hours of social and psychological science, including not less than five semester hours in each of the fields of sociology, economics, political science, and psychology, and

not less than twelve semester hours in one of them; or equivalents approved by the Dean of the Graduate School. A student whose background preparation is deficient may be admitted on an individual basis on conditions determined by the Dean of the Graduate School.

Indiana University Extension Division, at Indianapolis, offers courses fulfilling the social science requirements for admission to the Training Course for Social Work.

A few mature persons of special promise with experience in social work but who have not graduated from an approved college or university may be admitted as special students. The number of such students may not exceed ten per cent of students registered.

A person desiring admission to the Training Course for Social Work should file application (form may be obtained by writing to Training Course for Social work, Medical Center, Indianapolis) together with (1) an official transcript and proof of graduation with a baccalaureate degree from an approved college or university and (2) a photograph of himself (not a proof or snapshot), not later than fifteen days before the beginning of the semester in which he wishes to enter. Early application is necessary to assure a decision regarding the applicant's qualifications for admission in time to register. A prospective student who can present himself for an interview with members of the Faculty is urged to do so. Interviews should be arranged in advance by correspondence.

The required courses are arranged primarily for students entering the Training Course for Social Work in the fall semester. Students entering in the spring semester must have special arrangements made for them and should apply for admission at least one month before the semester opens.

### Requirements for the Degree Master Arts

The curriculum of the Training Course for Social Work is designed to fulfill the requirements for the degree Master of Arts, with a major in Social Service, in two full years of graduate professional study. However, the degree is not awarded automatically upon the completion of a specified number of credits. A student may be recommended for the degree only upon meeting at least the following requirements: (1) a baccalaureate degree from an approved college or university, (2) the satisfactory completion of at least forty-five semester hours of graduate professional courses which must have included (a) the basic curriculum courses, (b) not fewer than ten semester hours of supervised field work, and (c) not fewer than ten semester hours of elective courses in one specialized field, (3) the presentation of an acceptable thesis covering an original inquiry in the field of social welfare and representing a contribution to human knowledge, and (4) the passing of an oral examination given by the Faculty over his professional work.

Admission to the Training Course for Social Work and to the Graduate School does not imply admission to candidacy for the degree. Application for admission to candidacy may be made by the student

after the completion of one full semester's work. The student must be admitted to candidacy at least one semester before completion of his work. To be admitted the student must have had his major professor and thesis subject selected and certified by the Director on recommendation of the Faculty.

A student may not count toward the degree courses which have been completed more than five years prior to the time for receiving the degree. An amount of work not to exceed fifteen semester hours may be transferred from another approved school of social work, and may be accepted as fulfilling part of the requirements for the degree.

The Master of Arts degree granted for work in the Training Course for Social Work is a standard academic degree. However, in addition, it signifies one's attainment in his preparation for a professional career. The student is expected to approach his study with a professional spirit, not to complete so many courses but to master the field in which he is to practice, not to seek recognition but to prepare himself for service. His degree should represent a high degree of achievement in these things.

#### Library Facilities

The departmental library of the Training Course for Social Work contains about 3,000 volumes and receives forty-one periodicals.

In addition, the Extension Division Library, the Indianapolis Public Library, the Indiana State Library, and the Library of the Indiana State Department of Public Welfare are within easy access to the Training Course for Social Work. These libraries invite students to make full use of their excellent facilities and good collections of books, reports, pamphlets, and periodicals relating to social work and the social sciences.

#### Students' Club

The Social Work Students' Club is open to all students in the Training Course for Social Work. It holds regular social and discussion meetings, sponsors visits to local social agencies and institutions, and carries on other activities of interest to students.

#### Fees

Regular students in the Training Course for Social Work who are legal residents of the state of Indiana are charged a fee of \$50 per semester. Regular nonresident students are charged a fee of \$67.50 per semester. Part-time resident students are charged a fee of \$6 per credit hour up to eight hours and \$50 per semester for eight hours or more. Part-time nonresident students are charged a fee of \$8.25 per credit hour up to eight hours and \$67.50 per semester for eight hours or more.

The fee for any degree is \$5 and must be paid to the University at least thirty days before graduation. Students who register later than ten days after the official registration days in any semester will be charged a fine of \$1. An examination fee of \$1 is charged for each



make-up or special examination. All fees, except the graduation fee, are payable at the time of registration.

### Scholarships and Student Aid

The Amos W. Butler Memorial Scholarship, established in 1937 by the Indiana State Conference on Social Work, is available to students in the field of public welfare.

The Katharine Holliday Daniels Memorial Fund, established in 1937 by the Indianapolis League of Women Voters, is available for loans, without interest, to students, preferably to those preparing themselves for group work and allied fields.

Three research assistantships are available to advanced students.

A service assistantship is provided by the Faculty for an advanced student.

Service scholarships in institutions are available to a few students.

Faculty members are glad to assist students in obtaining suitable part-time employment to defray part of their expenses.

Information regarding scholarships and student aid may be obtained by writing to the Training Course for Social Work.

### Living Accommodations and Expenses

Students are urged to come to Indianapolis sufficiently in advance of registration to make satisfactory living arrangements. Satisfactory room and board can be obtained for \$36 to \$50 a month. Books and supplies average \$40 to \$50 a year. Other living expenses vary greatly according to the student's standard. Reasonably priced living accommodations are available in good residential districts.

# Plan of Work

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Education for social work at Indiana University consists of three steps: (1) general education including the social science or pre-professional background for social work, (2) basic curriculum in social work, and (3) advanced specialized courses. The Training Course for Social Work provides the last two of these three steps.

## Pre-Professional Curriculum

Students planning to enter social work as a profession should include in their undergraduate work courses in sociology, psychology, economics, political science, history, and physiology as particularly good background for social work training. Knowledge and good use of the English language is part of the essential equipment of every social worker. No part of a good education is foreign to the needs of any professional man or woman.

In addition to elementary courses in the social sciences, courses covering particular areas of these sciences should be included in the background curriculum.

In sociology, knowledge of social problems, social disorganization or pathology, urban and rural sociology, the family, etc., is essential. Students who expect to work with definite sectarian, racial, or national groups should acquaint themselves with the histories and cultures of these groups.

In psychology, courses covering social, abnormal, child, and clinical psychology are suggested. In economics, familiarity with labor problems, economic history, and public finance is desirable. In government, courses dealing with the federal, state, and local government, and with public administration are recommended.

American and English history and general physiology are useful to the social work student.

A well-balanced selection from courses covering these fields is sound pre-professional background.

## Basic Professional Curriculum

The basic professional curriculum offered by the Training Course for Social Work includes the courses comprising the standard curriculum adopted by the American Association of the Schools of Social Work of which the Training Course is a member. The following courses are required of all students who are working towards a degree:

Social Case Work .....	4 hours
Introduction to Social Group Work .....	2
Field Work .....	10
Aspects of Health and Disease .....	2
Psychodynamics of Human Behavior .....	2
Child Welfare Problems .....	2
Social Statistics .....	3
Community Organization .....	2
Public Welfare Administration .....	3
Social Work and the Law .....	2

Specialized Professional Curriculum

The Training Course for Social Work offers courses suitable as preparation for several specialized fields. The electives are grouped below to comprise second-year programs in these fields. A student planning to enter a specific type of social work should expect to complete a full year of work in this area in addition to the basic work.

The following groups of courses are suggested to second-year students:

(1) *In Case Work in Family or Child Welfare*

Advanced Case Work .....	2 hours
Case Work with Children .....	2
Advanced Child Welfare Problems .....	2
Maternal and Child Health .....	2
Social Psychiatry .....	2
Treatment of Juvenile Delinquency .....	2
Organization and Methods of Group Work	3
History of Social Work .....	3
Advanced Field Work in Chosen Field..	10
Thesis in Chosen Field .....	4-8

(2) *In Psychiatric Social Work*

Advanced Case Work .....	2 hours
Maternal and Child Health .....	2
Social Psychiatry .....	2
Case Work with Children .....	2
Organization and Methods of Group Work	3
History of Social Work .....	3
Advanced Field Work in Psychiatric Social Work .....	10
Thesis in Psychiatric Social Work .....	4-8
Seminar in Psychiatric Social Work ....	1-5

(3) *In Group Work*

Organization and Methods of Group Work	3 hours
Social Psychiatry .....	2
Administration of Social Agencies .....	3
History of Social Work .....	3
Advanced Field Work in Group Work ....	10
Thesis in Group Work .....	4-8
Seminar in Social Group Work .....	1-5

(4) *In Prevention and Treatment of Delinquency*

Advanced Case Work .....	2 hours
Case Work with Children .....	2
Advanced Child Welfare Problems .....	2
Social Psychiatry .....	2
Treatment of Juvenile Delinquency .....	2
Treatment of Adult Delinquency .....	2
Organization and Methods of Group Work	3
History of Social Work .....	3
Advanced Field Work in Corrective Agency	10
Thesis in Field of Delinquency .....	4-8



(5) *In Public Welfare Administration*

Treatment and Prevention of Unemployment .....	3 hours
Social Insurance .....	3
Administration of Social Agencies .....	3
History of Social Work .....	3
Advanced Field Work in Public Welfare..	10
Thesis in Public Welfare .....	4-8

(6) *In Community Organization*

Statistical Measurement of Social Problems	2 hours
Administration of Social Agencies .....	3
Organization and Methods of Group Work	3
History of Social Work .....	3
Field Work in Community Organization..	10
Thesis in Community Organization .....	4-8

(7) *In Social Research*

Statistical Measurement of Social Problems	2 hours
Courses in Field of Thesis .....	10
History of Social Work .....	3
Thesis in Chosen Field .....	8
Seminar in Social Work (Research) ....	5

## Description of Courses

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205. FIELD OF SOCIAL WORK—

For student nurses in their Senior term. I. W., 3-4:40. Ball Residence. (2 cr.) Miss MASSOTH.

212. SOCIAL CASE PROBLEMS OF PUBLIC HEALTH NURSING—

For students in Nursing Education only. I. W., 4-5:40 (on Bloomington campus). (2 cr.) Miss SANDERS.

301. PSYCHODYNAMICS OF HUMAN BEHAVIOR—

This course deals with the emotional life and behavior mechanisms of normal persons. Special emphasis on problems arising in social case work. Prerequisite, second-semester standing. II. M., 4:30-6:10. (2 cr.) Dr. CRONICK and Miss SANDERS.

302. STATISTICAL MEASUREMENT OF SOCIAL PROBLEMS—

A seminar course for students in social research. The student will select and work out, under the supervision of an instructor, a project in the statistical measurement of some problem of interest to social workers. Prerequisites, Courses 330*a* and 330*b*. I, II. Hours as arranged. (2 cr.) Mr. SEARLES.

303. FIELD WORK—

(See General Statement.) Practice in social work is arranged with the cooperation of selected social agencies in or near Indianapolis. One hour of credit is based on a minimum of forty-eight clock hours in the field. Students will begin their field work in the ninth week of the fall semester and continue through the spring semester to complete 480 clock hours. Credit (10 hours) will be deferred until the 480 hours have been completed. Students entering the Training Course in the spring semester, if permitted to take field work, will have special arrangements made for them. Field work may be taken with or after the regular first-semester courses. Hours as arranged throughout the year. (10 cr.) Miss MILLER and Assistants.

304. ADVANCED FIELD WORK—

In this course the student has an opportunity to specialize in some particular type of public or private social work. Usually a student will register for this course in only one semester and will spend thirty hours per week in the field, arranging his classroom courses accordingly. Prerequisites, second-year standing, including Course 303. I, II. Hours as arranged. (10 cr. or as arranged.) Miss MILLER and Assistants.

## 305. HISTORY OF SOCIAL WORK—

Designed to give the student a background for evaluating the present-day methods and trends in social work. A brief survey of efforts made throughout the ages to relieve distress; the development of the English poor laws and other methods for aiding the poor from the sixteenth century to the present time; the relation between public and private social work and the trends of present-day professional social work. Prerequisite, second-year standing. II. T.Th., 11-12:15. (3 cr.) Mr. SEARLES.

## 306. SOCIAL INSURANCE—

A historical survey of the development of the insurance principle; types and functions of insurance; hazards and problems with which insurance schemes deal; systems of social insurance in foreign countries; developments in the United States; the Federal Social Security Act; state developments under the Act; relation of social insurance to working capacity, the labor market, consumption, investments, and prices; problems in administration. Prerequisite, second-year standing. I. T.Th., 4-5:15. (3 cr.) Mr. SEARLES.

## 310. CASE WORK WITH CHILDREN—

Designed for students specializing in work with children. The application of case work philosophy and processes to the evaluation of children's needs, to care and treatment of children in their own homes, in foster homes, and in institutions. Prerequisites, second-year standing, including Courses 303 and 315. I. T., 10-11:40. (2 cr.) Mr. EVANS.

## 312a. SOCIAL CASE WORK—

A study of the philosophy and underlying principles of the case work method with a brief review of historical development. The approach to the individual and his social situation will be considered, and case material will be discussed to give the student an introduction to basic processes of social case work in its community setting, and to acquaint him with methods and resources. I. T.Th., 8-9:40 (first eight weeks), T., 8-9 (last nine weeks). II. T.Th., 8-9:40 (first four weeks), T., 8-9:15 (last twelve weeks). (2 cr.) Miss SANDERS.

## 312b. SOCIAL CASE WORK—

In this course it is assumed that the student is familiar with the principles and philosophy of social case work. The course will deal with the integration of theory with practice through the analysis and evaluation of records brought in by members of the class as well as other selected records. Special attention to the problems of interviewing, treatment, case recording, and cooperation among agencies. Prerequisite, Course 312a. I. F., 8-9:40. II. W., 8-9:40. (2 cr.) Miss SANDERS.



314. ADMINISTRATION OF SOCIAL AGENCIES—

This course deals with the internal administration of social agencies, including such problems as internal organization, financial management, supervision of personnel, efficiency, committee organization and management, and public relations. Special attention given to the problems in administration of local public welfare agencies. Prerequisite, second-year standing. II. T.Th., 4-5:15. (3 cr.) Mr. EVANS.

315a. CHILD WELFARE PROBLEMS—

A survey of the field of child welfare, including a description of the social problems of childhood, of community resources and methods of meeting them, and a discussion of the development of modern concepts of child care. I. W., 10-11:40. II. W., 4:30-6:10. (2 cr.) Mr. EVANS.

315b. ADVANCED CHILD WELFARE PROBLEMS—

Especially for students wishing to specialize in the field of child welfare. A consideration of the development and use of child welfare agencies and services, laws affecting children and the administration of these laws, and the organization of the community for child care. Prerequisites, Course 315a and second-semester standing. II. W., 10-11:40. (2 cr.) Mr. EVANS.

316. ASPECTS OF HEALTH AND DISEASE—

A course of lectures and discussions dealing with the problems of health and disease with which the social worker is concerned in his everyday work. It also includes consideration of the sources of medical care and the use of medical agencies. I. T.Th., 11-12:40 (first nine weeks). (2 cr.) Dr. METTEL.

318. MATERNAL AND CHILD HEALTH—

Problems of maternity and infancy of interest to the case worker; organization and use of services for maternal and child health. Prerequisite, Course 316. II. W., 11-12:40. (2 cr.) Dr. METTEL.

320. RESEARCH AND THESIS WRITING—

Seminar primarily for students writing theses. Individual and group conferences, lectures, reading in methods of research, and reports on thesis projects. Students doing special research may be admitted to this course. Thesis credit not to exceed eight hours. I, II. Hours as arranged. Mr. EVANS and others.

323. ADVANCED SOCIAL CASE WORK—

The practical application of psychiatric principles to case work, with emphasis upon the interpretation and evaluation of case material, treatment, and interviewing. Prerequisites, second-year standing, including Courses 301, 312a, 312b. I. Th., 10-11:40. (2 cr.) Miss SANDERS.

## 324. SOCIAL WORK AND THE LAW—

The principles of law which concern the social worker; the use of legal materials and judicial machinery by the social worker; and the legal services for the poor litigant. Prerequisite, second-semester standing, or consent of the faculty. II. M., 8-9:40. (2 cr.) Mr. BLUE.

## 326. PUBLIC WELFARE ADMINISTRATION—

The history, organization, and functions of local and state departments of public welfare and federal bureaus and agencies concerned with public welfare problems; the relation between public and private agencies; social work in rural areas. Prerequisite, second-semester standing. I. T.Th., 2-3:15. II. M.W., 1-2:15. (3 cr.) Mr. SEARLES.

## 329. COMMUNITY ORGANIZATION—

After discussion of the community, its nature and its functions, this course is devoted to consideration of the processes of organization and use of community forces in attaining social welfare objectives. II. M., 10-11:40. (2 cr.) Mr. EVANS.

## 330a. SOCIAL STATISTICS—

A lecture course designed to give the student an understanding of the problems of simple statistics, of reading and interpreting social statistical material, and of the importance and uses of administrative statistics. I. W., 8-9:40. (2 cr.) Mr. SEARLES.

## 330b. SOCIAL STATISTICS LABORATORY—

Supervised laboratory preparation of simple social statistics. I. M., 8-9:40. (1 cr.) Mr. SEARLES.

## 340. INTRODUCTION TO SOCIAL GROUP WORK—

The principles and procedures of group work as a basic approach and method in social work, the application of group work skills to groups with which the worker deals, and the programs and practices of group work agencies. I. M., 10-11:40. (2 cr.) Mr. BLOOM.

## 341. ORGANIZATION AND METHODS OF SOCIAL GROUP WORK—

The history and development of group work agencies, problems in group work activities, methods of group work organization and practice, and the relationship of group work agencies and activities to community life. Prerequisite, Course 340. II. M.W., 3-4:15. (3 cr.) Mr. BLOOM.

342. TREATMENT AND PREVENTION OF UNEMPLOYMENT—

The problem of unemployment, past and present, and methods which have been used in dealing with it. Emphasis on the origin and development of unemployment insurance in Europe, systems of unemployment insurance, recent developments in the United States and in Indiana, social and economic problems in administration; the organization, uses, and methods of employment services. Prerequisite, second-year standing. II. T.Th., 2-3:15. (3 cr.) Mr. SEARLES.

344. TREATMENT OF JUVENILE DELINQUENCY—

The nature, causes, extent, methods of treatment, and prevention of juvenile delinquency; the roles of the police, juvenile court, probation and institutional services, and private agencies. Prerequisite, Courses 303, 312, 315. II. T., 9-10:40. (2 cr.) Mr. EVANS.

346. TREATMENT OF ADULT DELINQUENCY—

Methods of treatment of the adult offender; types and administration of penal and correctional institutions; adult probation and parole; criminal courts; the use of modern techniques; resources in work with adult delinquents. Prerequisite, second-year standing. I. T., 8-9:40. (2 cr.) Mr. EVANS.

350. SOCIAL PSYCHIATRY—

The biological and psychological foundations of character formation and the development of the emotional life of the individual; discussion of social situations, in terms of individual reactions, interpreted according to psychiatric principles. Prerequisite, second-year standing. I. Th., 8-9:40. (2 cr.) Dr. CRONICK.

360. SEMINAR IN SOCIAL WORK—

A project seminar for individual and group study in areas of social work in which formal courses are not offered or for advanced study beyond the work offered in formal courses. I, II. (cr. arranged.) Members of the staff.

370. SUPERVISION IN SOCIAL WORK—

An advanced seminar for social workers in or preparing for supervisory positions. The philosophy and processes of supervision and staff management will be emphasized and some attention will be given to student supervision. Prerequisite, a Master's degree in social work or its equivalent and successful experience in social work. II. Th., 4-5:40. (2 cr.) Miss SANDERS and Miss MILLER.

(The times of meeting of the classes are tentative and subject to change.)



## Registration, Fall Semester, 1940-41

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Anderson, Zelda Ruth  
Artis, Lionel F.  
Baker, (Mrs.) Margaret Quatman  
Barrows, Rosalind  
Barry, Anna Lucille  
Bauer, Rea Dorothy  
Blackburn, Cleo Walter  
Bloom, (Mrs.) Malvina Glasner  
Bosma, Theodora C.  
Broich, Lucile Marguerite  
Butner, Ruth Jacqueline  
Carroll, Helen Margaret  
Carter, Ray Andrew  
Comrie, (Mrs.) Ada Elizabeth  
Conrad, (Mrs.) Dollie Harr  
Coward, Ruth Bentley  
Coyle, Elizabeth Josephine  
Dean, Louis  
Deery, Mabel Josephine  
DuValle, Doris Mae  
Evans, Francine Evanseck  
Fix, Jane Pearl  
Gabriel, Estelle Ross  
Gay, (Mrs.) Laura Winifred  
George, (Mrs.) Mary Ellen  
Goldsmith, Doris Jane  
Hack, Eleanor Miller  
Hahn, (Mrs.) Marietta Finley  
Harry, Elizabeth Celeste  
Hawes, Mary  
Hayes, (Mrs.) Beulah Beatrice  
Herman, Margaret  
Hicks, Ruth Leona  
Hittle, (Mrs.) Edith Marie  
Hodgin, Lois Ann  
Hosmer, (Mrs.) Doris Harpole  
Huetter, Gretchen Louise  
Hurst, (Mrs.) Fernlee Weinreb  
Hyde, Mary Ann  
Jacobs, Gordon Lionel  
Johnson, Willis Gruber  
Kaplan, Bernice  
Kassan, Martin  
Katz, Esther L.  
Kelley, (Mrs.) Ruth Manley

Kendall, Carolyn Ruth  
Kleinman, Roberta  
Knox, Victoria Aurilla  
Lawson, Marjorie Ann  
Lewis, Francis Evelyn  
Lohrmann, Lena H.  
Lutz, (Mrs.) Mary Katherine  
McConnell, Leonard Robert  
McConnell, (Mrs.) Mary Tuttle  
Martin, Charles Virgil  
Mason, (Mrs.) Gertrude K.  
Meriwether, Sara Lee  
Mosser, Lawrence Tillman  
Mueller, John Carl  
Paden, (Mrs.) Beatrice Latting  
Phillips, Edmond  
Rababa, Adele DeHan  
Rahm, Hayden Herman  
Remy, Edna  
Richards, (Mrs.) Natalie Ruth  
Richman, Florence Janet  
Ritter, Mary Ellen  
Rocap, Rosemary Alice  
Rothenburger, Jane  
Ryan, Christine Victoria  
Sachs, Betty Toby  
Scanlon, Francis Agnes  
Shake, Ralph Randel  
Shea, Julia B.  
Smith, (Mrs.) Florence Jourdan  
Stafford, Frank Stanley  
Stearns, (Mrs.) Martha Stewart  
Stephenson, (Mrs.) Mildred Elizabeth  
Stewart, (Mrs.) Eva May  
Stone, (Mrs.) Caroline Hoff  
Sumner, (Mrs.) Mary Margaret  
Taylor, (Mrs.) Evangeline Stottlemeyer  
Taylor, Robert Keith  
Thacker, Margaret Mary  
Tharpe, (Mrs.) Virginia Allen  
Thorman, Julius George  
Trout, (Mrs.) Mary Frances  
Vladoiu, (Mrs.) Virginia Craig  
Wakelam, Virginia Elizabeth  
Wysong, Betty Jane



